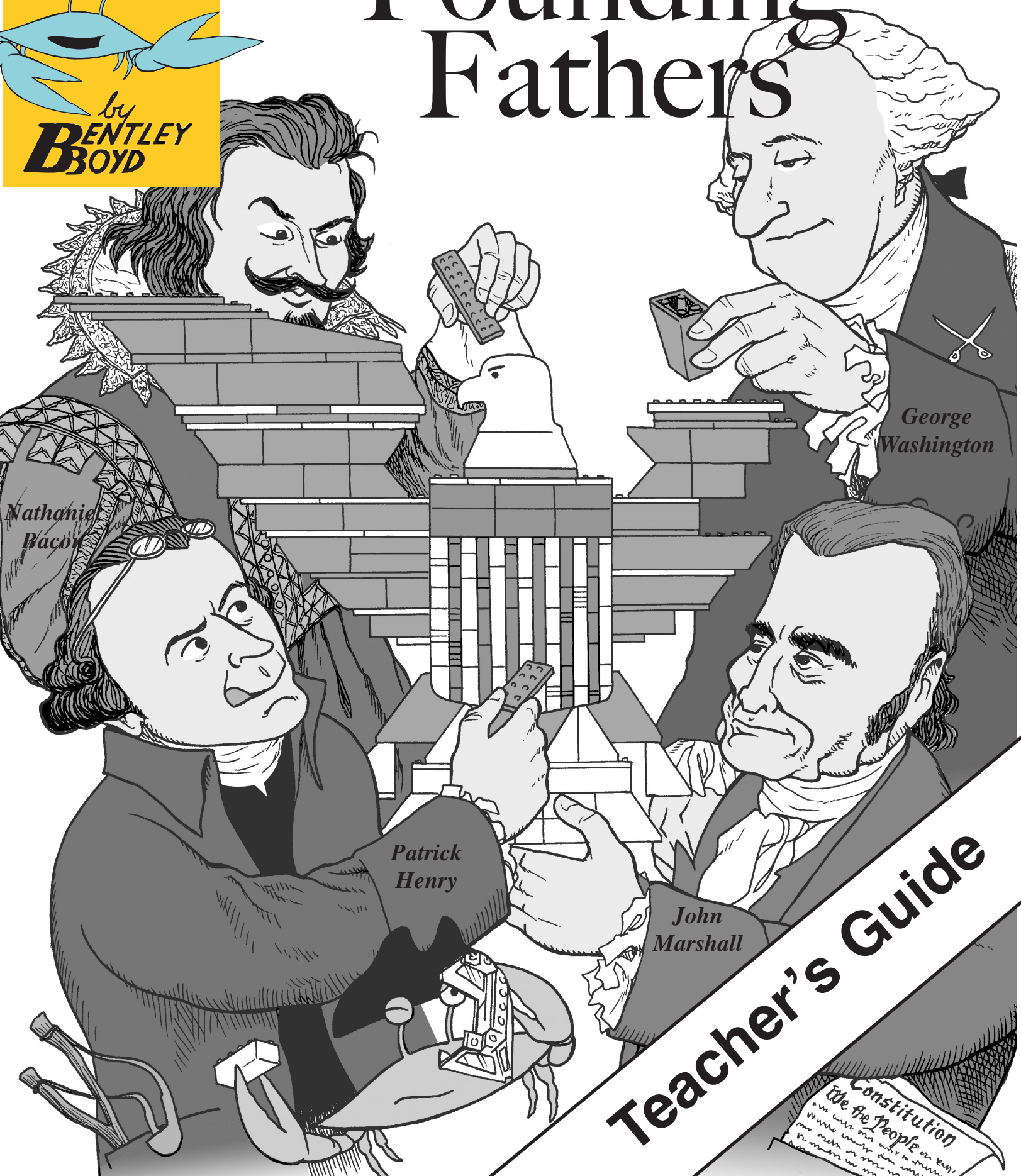


Founding Fathers



George Washington

Nathanial Bacon

Patrick Henry

John Marshall

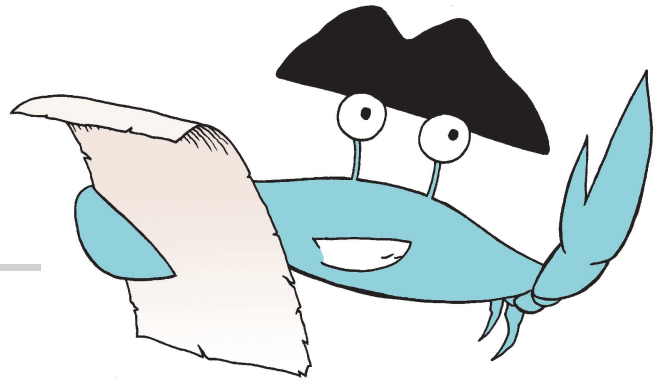
Teacher's Guide

Constitution
We the People do hereby
declare our independence
and that we are free
States, united together
in one Union by the
same Constitution.

Teacher's Guide for

FOUNDING FATHERS

Chester's Comix With Content series



Dear Teacher:

Chester the Crab's "Founding Fathers" 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 "Founding Fathers" with reading strategies, reproducible classroom activities, and NEW sample questions for student practice.

I hope you and your students enjoy Chester the Crab!

A handwritten signature in black ink that reads "Bentley Boyd". The signature is stylized and includes a small smiley face at the end.

OBJECTIVES

After reading "Founding Fathers" and performing the activities in this guide, students will be able to:

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

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- p. 3 **NATHANIEL BACON** reading strategies, activities, test
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- p. 18 **JOHN MARSHALL** reading strategies, activities, test
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- back Question answers; other titles in this series

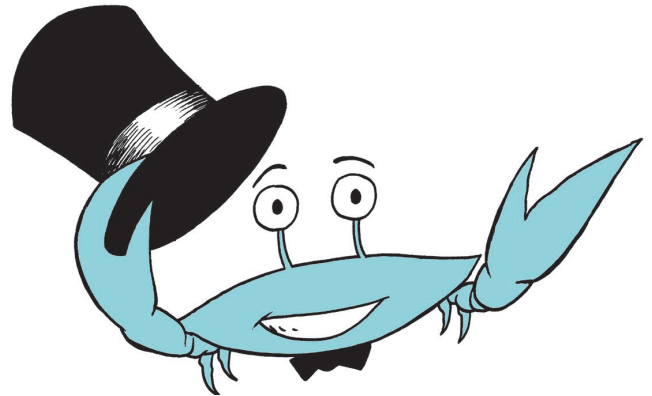
COMIX IN THE CLASSROOM

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

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

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

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



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

READING SKILLS FROM COMICS

Main idea
Sequencing
Vocabulary

Noting details
Author’s purpose
Cause/Effect

Predicting outcomes
Fact vs. Opinion
Figurative language

PARTS OF A CHESTER COMIX PAGE

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

PANEL

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

FRIENDS

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

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.

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!

GUTTERS

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





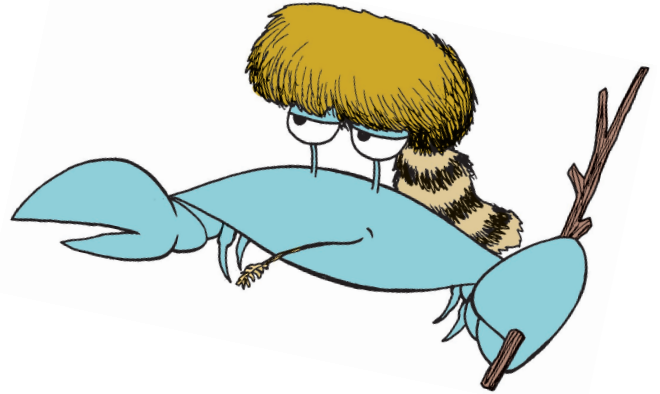
NATHANIEL BACON

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. What is happening on the cover?

☞ **SAY:** “This is a comic book narrated by Chester the Crab. It is about people who believed Britain was not treating its American colonists fairly. They felt they were not getting their true rights and

freedoms. What are some rights and freedoms you have today?”

☞ **Take** a picture walk through the first story, “Nathaniel Bacon,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have any of you ever read a comic book?”

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)

colonist (p. 2) – one who settles a distant land controlled by a remote nation

royal (p. 2) – coming from a king, queen, or other level of royalty; part of a monarchy

government (p. 2) – institution that makes laws and rules for a community, enforces them

servant (p. 2) – person employed by another to do manual labor or household duties

Cavalier (p. 2) – a decorated English gentleman; supporter of royalty in English Civil War

crop (p. 3) – a plant grown by farmers for food or other uses

frontier (p. 3) – a nation’s border with unexplored or unsettled land

(VOCABULARY, *continued from previous page*)

plantation (p. 4) – large Southern farm that required many people to work
treaty (p. 4) – an agreement between nations or groups, often to end a war or dispute
native (p. 5) – someone who was born in the same region where they live
House of Burgesses (p. 5) – first elected law-making body in a British American colony
elect (p. 5) – to use voting to choose a representative for a larger group
traitor (p. 5) – one who betrays his friends or country by helping their enemies
democratic (p. 6) – people governing themselves, directly or through representatives
slaves (p. 6) – people owned as a piece of property for their entire life

3. WORD STUDY

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

☞ **Point** to some examples in the story:
(p. 2) rich, first, Royalist, biggest, free, best
(p. 3) tottering, rich, poor, careful, Royalist, dangerous, great, early
(p. 4) rich, mad, poor, my, unjust, royal, wicked, south
(p. 5) royal, Native, friendly, greatest
(p. 6) unhappy, few, hard, new, sick, short.

4. READ THE STORY FOR WRITING PROMPTS

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

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

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

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

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

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

5. RESPOND/ASSESS

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

ENGLISH ACTIVITY

PRESSING ON

Soon after settlers first came to Virginia in 1607, they learned to grow tobacco. They shipped this habit-forming crop back to England.

England did not want Virginians to waste time printing and arguing; they wanted them to farm and ship tobacco. In 1682, the Virginia Council, under the guidance of Lord Culpeper, ordered that, in Virginia, "no person be permitted to use any press for printing upon any occasion whatsoever."

The law lasted a long time, and no printer was allowed to operate until 1730.

Printing in Colonial times was very complicated. Sometimes as many as 12 workers would work under the direction of a single master printer. Clementina Rind was a master printer and a very unusual woman. She was in charge of the press in Williamsburg in 1774. Revolution was in the air, and opinion was sharply divided. That year, Thomas Jefferson got sick and couldn't travel to attend the first Continental Congress. Since he couldn't go, he wrote "A Summary View of the Rights of British America" to represent his opinions. Clementina Rind bravely agreed to print his writing in a pamphlet.

The pamphlet was a huge success. It made people think about their rights and responsibilities, and helped them decide how they felt about revolution. People shared the pamphlet to their friends. Copies were even sent to England. The pamphlet became so important that many people feel that it was the first step the Colonies took toward declaring independence.

1. A good title for this reading is:

- A Clementina Rind: Great Patriot Woman
- B Early History of Printing in Virginia
- C Tobacco Stops the Presses
- D History of the Rights of British America

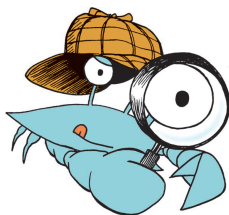
2. Thomas Jefferson couldn't attend the first Continental Congress because

- F The Crown forbade it.
- G It was too far to travel.
- H He was ill.
- J He was in England.

3. In this passage, why did England not want Virginia to have printing?

- A To keep the peace
- B To keep Virginians from criticizing the government
- C To keep Virginians buying English goods
- D To keep Virginians exporting a steady supply of tobacco to England

4. Based on this reading, do you think that Gov. Berkeley was right or wrong to fear printing in Virginia? Did any good come from printing? Any bad?



TEACHERS!

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

Answers :

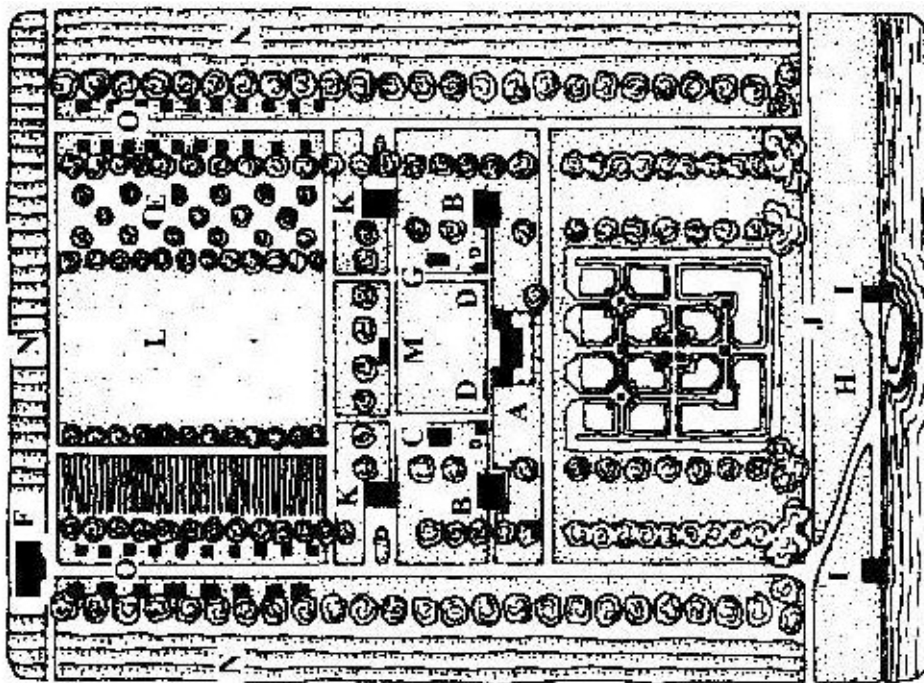
1. B, 2. H, 3. D

GEOGRAPHY ACTIVITY

PLANTATION PLANNER

Plantations were large farms. In addition to the main house and crop areas, plantations had lots of other buildings. Remember this is in the time without electricity and indoor plumbing! Ice houses and outdoor bathrooms were necessary. Most of what was needed on the plantation was located on the site. Slaves and craftsmen needed places to do their work.

Pretend that you have been granted land for a plantation. Research what other plantations looked like from Web sites and reference books. Use these suggestions of things to include as well as your own ideas to create a map of your plantation.



Main house

Craft/work shops

Blacksmith

Carpenter

Gardener's shop

Soap maker

Spinning and weaving

Quarters for slaves, servants

Barns/Stables

Carriage house

Store house

Smoke house

Ice house

Wash house

School house

Well

Vegetable and flower gardens

Orchard

Fields for growing main crop
(tobacco, rice, wheat, etc.)

NATHANIEL BACON QUESTIONS

- 1. Which word is an adjective?**
 - A debacle
 - B deed
 - C debatable
 - D dedication
- 2. How did the relationship between settlers and Virginia's Indians change in 1675?**
 - F The Indians surrounded settlements to demand the colonists sell them tobacco.
 - G The Indians signed a trade agreement to keep colonist from shipping most of their goods to France.
 - H Colonists on the frontier organized into a group to make war against the Indians.
 - J Indian representatives were finally accepted onto the colony's Royal Council.
- 3. What occurred after Governor Berkeley refused to allow a war on the Indians?**
 - A Berkeley made a peace treaty with Bacon.
 - B Bacon returned to England.
 - C Settlers moved back to the English towns east of the Blue Ridge Mountains.
 - D Bacon led a rebellion against the colonial government.
- 4. Royal Governor Berkeley hated the following things *except* —**
 - F Nathaniel Bacon
 - G growing rice
 - H a free press
 - J free schools
- 5. "I made a treaty with the Indians, trading my protection for deerskins." Which word below has the same meaning as the word "treaty?"**
 - A agreement
 - B uniting
 - C artifact
 - D bonus
- 6. What would be another likely source of information about Nathaniel Bacon?**
 - F dictionary
 - G Home and Garden magazines
 - H www.smithfieldhams.com
 - J the book *1676: The End of American Independence*.



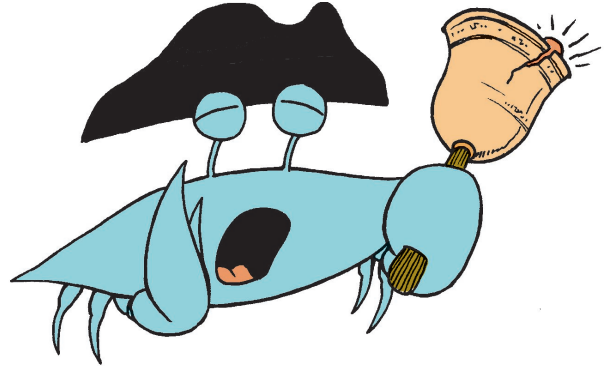
PATRICK HENRY

READING STRATEGIES

SKILLS

Contractions
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. What is happening on the cover?

SAY: “This is a comic book narrated by Chester the Crab. It is about American colonists who fought unfair royal laws from England. Patrick Henry found unfair laws and made memorable

speeches about them. Have you ever listened in person to a really good speech that made you excited?”

Take a picture walk through the second story, “Patrick Henry,” 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)

frontier (p. 8) – part of a nation that borders on unsettled or unexplored land

capital (p. 8) – a government center for a community; location of the law-making group

colony (p. 8) – the settlement of a distant land controlled by another, larger nation

king (p. 8) – head of a monarchy government; usually inherits the title from family member

tyrant (p. 8) – leader who ignores laws and does not protect the rights of his people

barter (p. 9) – direct trade of goods, services, or resources without using any money

tax (p. 9) – money paid by people and businesses to government so the government can provide goods and services to the whole community

resolution (p. 9) – formal statement of opinion by a law-making group

scarce (p. 9) – the condition of a resource being in short supply in a community

(VOCABULARY, *continued from previous page*)

governor (p. 10) – leader of a state or colony; makes sure the laws are followed

slavery (p. 10) – owning a person as a piece of property for that person’s entire life

democratic (p. 11) – people governing themselves, directly or through representatives

rights (p. 11) – powers, liberties, or privileges a person owns by law or nature

independence (p. 11) – freedom from the control of another person or nation

Continental Congress (p. 11) – assembly of 13 American colonies that sought freedom

Constitution (p. 12) – 1787 document organizing the U.S. on a federal system

taxation (p. 12) – a government collecting money to provide services to the community

representation (p. 12) – electing a person to vote or make choices for a larger group

3. WORD STUDY

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

☞ **Point** to examples in the story: (p. 8) I’ll **ASK:** “**What two words are in the contraction I’ll?**” Do the same for other examples: (p. 9) I’ll, don’t, it’s (p. 11) let’s (p. 12) 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.

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

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

5. RESPOND/ASSESS

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

LANGUAGE ACTIVITY

MAD CHESTER

Without showing the essay part of this activity to your partner, have him or her pick words for the parts of speech listed in bold under each space.

Now read the history of **the Declaration of Independence** out loud to hear the new story!

The Continental Congress adopted the Declaration of _____ on July 4, 1776, in Philadelphia. **plural noun**

The document declared America's decision to separate from _____. **fictional place**

There were only 13 _____ in America at the time. **plural noun**

The _____ of the declaration, or the Founding Fathers, represented each colony. **plural noun**

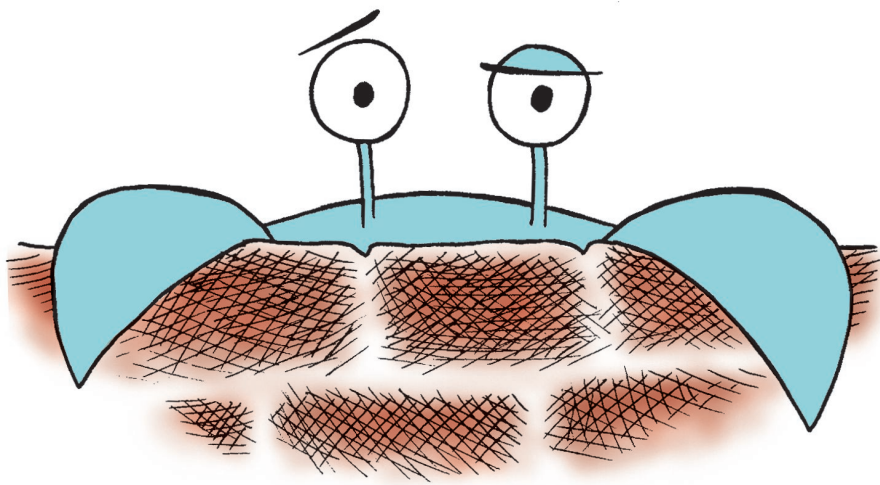
They signed the document to _____ British rule and the _____. **verb** **noun**

of King George III. Thomas Jefferson, who later became the third _____ of the United States, wrote the Declaration of Independence. **noun**

It states that, "all _____ are created _____, that they are _____ with unalienable rights. Among these are _____, liberty, and the pursuit of _____." **plural noun** **adjective** **verb** **noun**

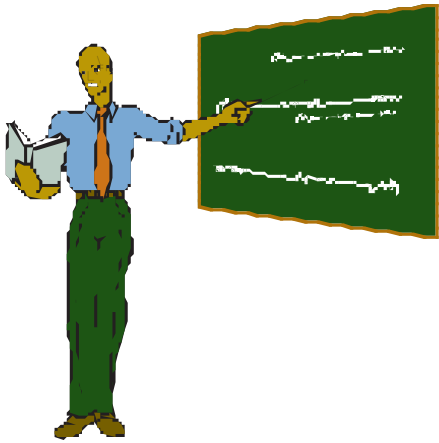
_____." **plural noun**

We celebrate the signing of the _____ and America's independence each year on the fourth of July. **noun**



LANGUAGE ACTIVITY

WHO ARE YOU?

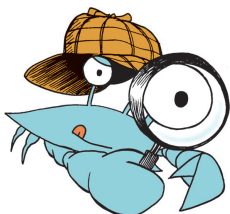
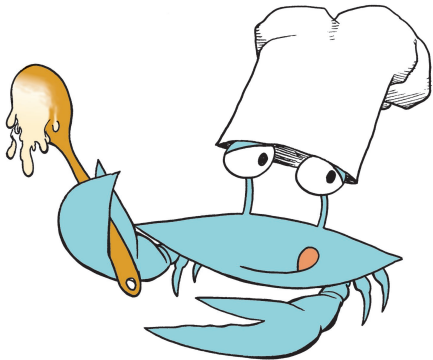


Write the word that best completes each sentence in the blank.

1. The _____ attempted to win voting rights for women.
2. Patrick Henry's father was an _____ from Scotland.
3. The _____ was always looking for new products to sell.
4. A _____ exercises power in a harsh, cruel manner.
5. The _____ traveled west in a covered wagon.
6. She is the _____ of a large computer game company.
7. The _____ spoke of a new government that represents all people.
8. The _____ showed the class how to solve the math problem.
9. The _____ planted corn and beans.
10. The _____ marched with the troops to battle.

WORD BANK

soldier
pioneer
immigrant
tyrant
shopkeeper
president
suffragettes
teacher
farmer
revolutionary leader



TEACHERS!

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

Answers :

1. suffragette; 2. immigrant; 3. shopkeeper; 4. tyrant;
5. pioneer; 6. president; 7. revolutionary leader; 8. teacher;
9. farmer; 10. soldier

PATRICK HENRY QUESTIONS

1. A _____ is a leader who ignores laws and does not protect the rights of his people.
 - A executive
 - B king
 - C British
 - D tyrant
2. Which of the following was *not* a reason that Patrick Henry opposed the United States Constitution?
 - F The national government could tax states even if those states voted against the tax.
 - G There was no protection for individual rights.
 - H It had too many competing branches of government.
 - J It would create a central government that was too powerful.
3. Which one of the following is a contraction?
 - A won't
 - B someone's
 - C 'ole
 - D Kristin's
4. "In Colonial America, people usually trade for things because coins and paper money are scarce." Which word below has the same meaning as the word scarce?
 - F plentiful
 - G scared
 - H difficult
 - J rare
5. Patrick Henry said, "I know not what choice others may make, but as for me —"
 - A The only thing we have to fear is fear itself!
 - B Give me liberty or give me death!
 - C This is a day which will live in infamy!
 - D We will deliver shock and awe!
6. What is this story *mainly* about?
 - F Patrick Henry's fight against the Constitution
 - G Patrick Henry's words for freedom
 - H The General Assembly during the Revolution
 - J Patrick Henry's boyhood days

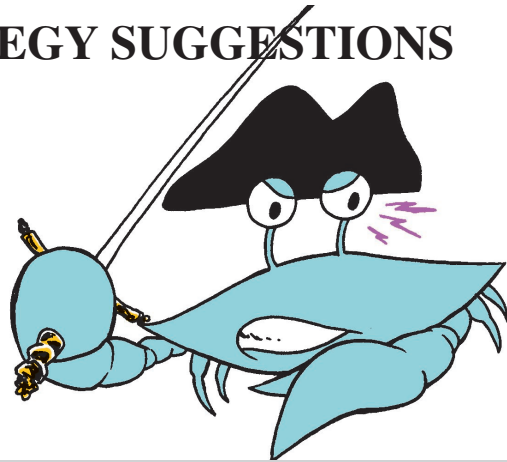
CHAPTER 3

GEORGE WASHINGTON

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. What is happening on the cover?

SAY: “This is a comic book narrated by Chester the Crab. It is about Americans who fought for their rights and made a new nation. George Washington was our first president. Can

you name some other United States presidents?”

Take a picture walk through the third story, “George Washington,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have any of you ever read a comic book?”

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)

commander-in-chief (p. 14) – leader of a nation’s armed forces

Congress (p. 14) – law-making group for the United States federal government

Constitution (p. 14) – 1787 document that organized the United States on a federal system (sharing power between a central government and its territories)

ratify (p. 15) – to approve; to make a law or document official and active

election (p. 15) – choosing a representative by voting

inauguration (p. 16) – a formal ceremony to begin an elected official’s term

capital (p. 16) – a government center for a community; location of the law-making group

(VOCABULARY, *continued from previous page*)

Bill of Rights (p. 16) – first 10 amendments to the U.S. Constitution, guaranteeing rights
political party (p. 16) – a group of people who campaign for certain ideas, people or laws
Federalist (p. 16) – person favoring power of a central government over its territories
Democrat-Republican (p. 16) – person favoring smaller, local government with limits
term (p. 17) – the length of time that an elected government official can be in office
ambassador (p. 17) – representative of a nation, speaking and serving in another nation
excise tax (p. 18) – government money collected on a specific item, such as gasoline
enforce (p. 18) – to make sure a law or rule is followed

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 to be 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. 14) “He was the first president.” vs. “We need a president to enforce them.” (p. 15) “He is honored with flowers, speeches, music. . .” vs. “Mr. President will do.” (p. 16) “France forever!” vs. “Washington picks a spot to be the federal government city.” (p. 17) “They killed the king who helped us in 1781!” vs. “The French Revolution has gone too far!”

4. READ THE STORY FOR WRITING PROMPTS

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

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

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

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

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

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

5. RESPOND/ASSESS

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

HISTORY ACTIVITY

POLITICAL PLATFORM

**ALEXANDER HAMILTON,
FEDERALIST**

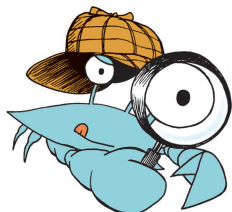


Federalists and **Democrat-Republicans** were two political parties active during George Washington's presidency, and the first president had to balance between their competing beliefs. Look at these different political beliefs. Put the correct belief inside the silhouette of the representative of the party: **Alexander Hamilton** for the Federalist, **Thomas Jefferson** for the Democrat-Republicans.

**THOMAS JEFFERSON,
DEMOCRAT-REPUBLICAN**



- A. strong national government
- B. weak national government
- C. more state rights
- D. no Bill of Rights
- E. Bill of Rights
- F. agricultural economy
- G. industrial economy
- H. national bank
- I. no national bank



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Answers :

JEFFERSON
B, C, E, F, I

HAMILTON
A, D, G, H

HOW FAR CAN YOU GO?

Transportation was a lot different in the time of George Washington. Answer these travel questions to understand more about how people got from one place to another during that time. Remember that the box showing the **scale** of a map can really help you understand the distances shown on a map!

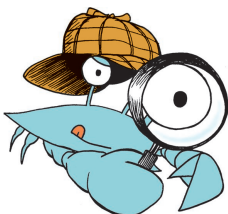
1. It took George Washington 8 days to travel from his home at Mount Vernon to New York for his inauguration — a distance of approximately 240 miles.

On average, how many miles did he travel per day?

2. An average person can walk approximately 3 miles per hour. If a person walked 8 hours per day at that speed, how many days would it take him to walk from Mount Vernon to New York?

3. If a car traveled at an average speed of 65 miles per hour, how long would it take to get from Mount Vernon to New York?

4. On the map of colonial America to the right, locate the dot that represents Mount Vernon. Using the rates of travel calculated in the examples above, draw two circles around Mount Vernon that show how far a person could travel on foot and in a carriage traveling as fast as Washington did in an 8-hour day. Draw a third circle showing how far a car could travel from Mount Vernon in a 4-hour day.



TEACHERS!

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ANSWERS:

- 1. 30 miles per day
- 2. 10 days
- 3. 3.7 hours

GEORGE WASHINGTON QUESTIONS

1. A(n) _____ is a formal ceremony to begin an elected official's term.
 - A boycott
 - B inauguration
 - C dictatorship
 - D monarchy
2. When George Washington left Philadelphia on Sept. 18, 1787, he planned to —
 - F prepare for his presidency
 - G meet with Lafayette and other veterans of the American Revolution
 - H farm his Mount Vernon plantation
 - J travel to Europe to promote American democracy
3. If you put these events in chronological order, which one comes first?
 - A George Washington retires from being a general after the American Revolution.
 - B George Washington agrees to meet the minister of revolutionary France.
 - C George Washington helps survey where new federal government buildings will be.
 - D George Washington is elected president.
4. **CAUSE: People in western Pennsylvania tar tax collectors and refuse to pay taxes.**
EFFECT:
Which of the following best completes the cause-and-effect set above?
 - F The president assembles an army to end "The Whiskey Rebellion."
 - G George Washington signs a treaty to give the rebelling citizens lower taxes.
 - H The Federalists ask for a larger military budget to fight the uprising.
 - J George Washington retires from the presidency.
5. The following are things that the Federalist party liked *except* —
 - A Britain
 - B businessmen
 - C farmers
 - D national bank
6. Another good title for this story would be —
 - F George Washington's Surfin' Bird
 - G How to Get Elected President
 - H George Washington, Farmer of Mount Vernon
 - J The First President of the United States

CHAPTER 4

JOHN MARSHALL

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. What is happening on the cover?

SAY: “This is a comic book narrated by Chester the Crab. It is about people who helped set the way laws would work in America. John Marshall was a

judge. What does a judge do?”

Take a picture walk through the fourth story, “John Marshall,” to see what Chester is learning about. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have any of you ever read a comic book?”

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)

evidence (p. 20) – facts that can be proven to make a case in a court of law
Constitution (p. 21) – document that established the United States as a federal system of government based on sharing power between the national and state governments
federal (p. 21) – the parts of a central government, not its territories
local (p. 21) – the parts of a community government based in the community
court (p. 21) – government branch to decide if laws have been broken, settle disputes
General Assembly (p. 21) – law-making group for the commonwealth of Virginia
branch (p. 22) – a part of government

(VOCABULARY, *continued from previous page*)

judicial (p. 22) – government branch to decide if laws have been broken, settle disputes

impeach (p. 22) – to try to remove a government official for wrongdoing

political party (p. 23) – a group of people who campaign for certain ideas, people or laws

judicial review (p. 23) – idea that courts can declare a law unconstitutional and erase it

Federalist (p. 23) – person favoring power for a central government over its territories

Democrat-Republican (p. 23) – person favoring smaller, local government with limits

duel (p. 24) – an arranged fight between two people using deadly weapons

treason (p. 24) – undermining one’s own nation to give support to its enemy

treaty (p. 24) – agreement between nations or groups, often used to end a war or dispute

3. WORD STUDY

☞ **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 of John Marshall?**”

☞ **Point** to examples in the story: (p. 20) horseshoes (p. 21) faraway (p. 22) upended, businessmen, uphold (p. 23) bullseye. **ASK:** “**What do these compound words mean? Why do we need two words instead of just one of the root words?**”

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 details 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.

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☞ 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.

HISTORY ACTIVITY

WIN AT QUILTS

Chester has introduced several early American leaders. Draw a line from each quoit to the correct pole, matching the description and photograph to each person's name.

1. Virginian who signed the Declaration of Independence, attended the Constitutional Convention of 1787 and taught law at the College of William and Mary



2. Virginian appointed to the Supreme Court by President Adams; as chief justice, his rulings established the right of the Supreme Court to review laws.



3. Writer of the Declaration of Independence, this Virginian also founded the University of Virginia and was third president of the U.S.



4. This Virginian is called the "Father of the Constitution"; was secretary of state under Jefferson and U.S. president during the War of 1812.



5. From Massachusetts, this outspoken Patriot leader was the first vice president and second president of the U.S.; under his presidency, the two-party system emerged.



6. From New York, this Federalist leader advocated a strong national government and was first secretary of the treasury.



A. James Madison

C. John Marshall

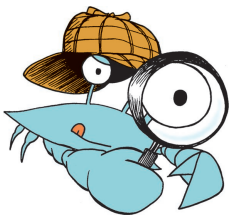
B. Alexander Hamilton

D. George Wythe

E. John Adams

F. Thomas Jefferson

IT'S QUIT THE GAME



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ANSWERS:

1. D, 2. C, 3. F, 4. A, 5. E, 6. B

Quoits was one of John Marshall's favorite games. The game is similar to horseshoes. You can play quoits at home with circular ropes or other round objects with the center open.

In your yard, place wood or metal stakes 21 feet (7 yards) apart. Each stake should be at least 6 inches above the ground so the quoits can "ring" it. There are 2 players, and each player has 2 quoits. Both players stand by one of the stakes and take turns tossing quoits at the stake on the other end.

The winner is the one whose quoit lands closest to the stake; it does not have to ring it to win. The winner gets 1 point if she has the closest quoit, 2 points if both her quoits are closer than her opponents'. Players collect their quoits and play again from the opposite stake. Play continues until someone gets 21 points.

Founding Fathers, Chester Comix. Teachers have permission to photocopy this page for classroom use only.

SOCIAL STUDIES ACTIVITY

SOCK IT TO ME

Make a windsock to help you remember the names and duties of the **three branches of the federal government.**

MATERIALS

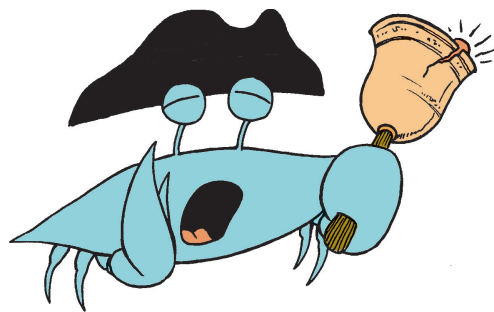
- ☞ one 10"-by-18" white paper rectangle
- ☞ three 5"-by-18" paper rectangles (red, white, & blue)
- ☞ scissors
- ☞ glue
- ☞ newspapers
- ☞ string or yarn

DIRECTIONS

1. Label each of the small rectangles with a branch of government. Notch one end of each of the rectangles to make them look like ribbon streamers.
2. From a newspaper or magazine, cut out words and pictures that show the duties of each branch. Glue them to the appropriate streamers.
3. Fold the large white rectangle in half horizontally. Place the straight end of each streamer inside the folded rectangle, spacing them evenly. Glue the rectangle together.
4. Punch two holes in the top of the windsock, insert the string, and hang it up.



John Marshall



LEARN MORE

You can take a virtual tour of the John Marshall house at www.apva.org/marshall/house/virtual_tour.php



JOHN MARSHALL QUESTIONS

- 1. The U.S. Constitution's _____ is a governmental system that shares power between a central government and its territorial subdivisions (states).**
 - A confederate system
 - B colonial system
 - C democratic system
 - D federal system
- 2. How did John Marshall feel about judges who made political speeches from their benches to support the politicians who gave them their job?**
 - F He thought it made the courts weaker.
 - G He thought it made the courts stronger.
 - H He thought it was a good way to keep Federalist ideas popular.
 - J He said those judges should be fined for each such speech.
- 3. What is a *likely* reason that John Marshall favored judicial review of laws?**
 - A It was a policy favored by Alexander Hamilton.
 - B It would balance the power between the three branches of the federal government.
 - C It helped him get his job on the U.S. Supreme Court.
 - D It promised to keep society at a status quo - about the way it had been.
- 4. “We will elect representatives to the national government. They will control taxes.” Which word means the same as “representatives?”**
 - F presidents
 - G judges
 - H lawmakers
 - J misdirects
- 5. Which of the following is *not* a job John Marshall held?**
 - A Supreme Court justice
 - B Virginia lawyer
 - C senator
 - D deputy judge advocate in the army
- 6. What is this story *mainly* about?**
 - F John Marshall's work to build a new court system
 - G John Marshall's love of horseshoes
 - H John Marshall's education
 - J John Marshall's fight to save Aaron Burr

FOUNDING FATHERS

Main Idea:

WHO IS THIS STORY ABOUT?

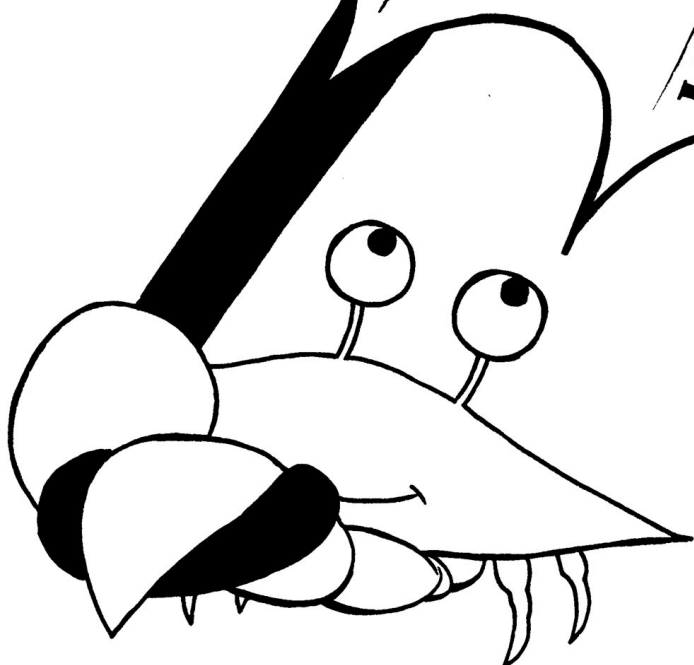
WHAT HAPPENS?

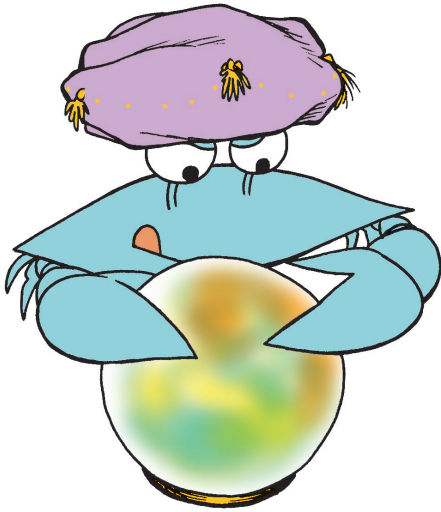
WHERE DOES IT HAPPEN?

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 FOUNDING FATHERS

NATHANIEL BACON PATRICK HENRY

p. 7

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

p. 12

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

WASHINGTON

p. 17

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

JOHN MARSHALL

p. 22

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

OTHER TITLES IN THIS SERIES:

American Symbols

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Washington, D.C.
Statue of Liberty

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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 Freedom Train

Jackie Robinson
Rosa Parks
Martin Luther King Jr.
Thurgood Marshall

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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FOUNDING FATHERS

Standards correlation

National Council for History in the Schools National Curriculum Standards

Grades K-4 – Standards 4A, 4E
Grades 3-4 – Standards 4A, 4D
Grades 5-12 – Era 2: Standards 1A.1B, 2A;
Era 3: Standards 2A, 3A, 3B, 3C, 3D

California

History-Social Science – 2.3 / 3.2, 3.4 / 4.5 /
5.3, 5.4, 5.5, 5.7 / 8.2, 8.3

Georgia Performance Standards

Social Studies – Grade 3: SS3CG1/ Grade 4:
SS4H3, SS4H4, SS4H5, SS4CG1

Maryland Voluntary State Curriculum

Social Studies – Grade 5: History 4b,c;
Economics 2b; Political Science 1b,c, 2b,c,
3a,b / Grade 8: History 1b,c; Economics 2b,c;
Political Science 1a,b,c,d, 2b,c

Massachusetts

Social Science – Grade 2: 2.10 / Grade 5:
5.14, 5.15, 5.18, 5.20, 5.23, 5.24, 5.25 /
US History I: USI.1, USI.4, USI.7, USI.8,
USI.22, USI.25

North Carolina

Social Studies – Grade 2: Goal 4 / Grade 3:
Goal 1, Goal 3 / Grade 5: Goal 2, Goal 4

Ohio Academic Content Standards

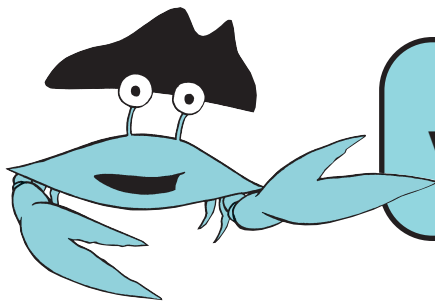
Social Studies – Grade 2: History 7a, People 4 /
Grade 3: Government 1, 5, 6 / Grade 5: History
5, Government 2 / Grade 8: History 3, 4, 5, 6, 7,
Government 2, 3, 4

Pennsylvania

Grade 3: Documents of Government, 5.1.3C, E,
H; Citizenship, 5.2.3A, B, C; How Government
Works 5.3.3B; US History 8.3.3A,B / Grade 6:
Documents of Government 5.1.6C, D, H, L; How
Government Works, 5.3.6B, C; US History
8.3.6A, B, C / Grade 9: Documents of
Government 5.1.9C, H, L; Citizenship 5.2.9C, D;
How Government Works 5.3.9B

Virginia Standards of Learning (SOL)

History-Social Science – 1.2, 2.8, 2.11, 3.5, 3.10,
3.11, VS.3d, VS.4a, VS.4d, VS.5a, VS.5b,
VS.6a, USI.4b, USI.1d, USI.5b, USI.5d, USI.6a,
USI.6b, USI.6c, USI.7a, USI.7b, USI.7c, USI.7d



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I just had to let you know how much my 6th and 7th grade students and I enjoyed your comix. This is the first year that I have used my new textbooks, and I ran out of time to cover everything that I needed to, so I used the Civil War and Revolutionary War comix, and we got through everything that we needed to.

Teacher Cindy Turley
Pennsylvania