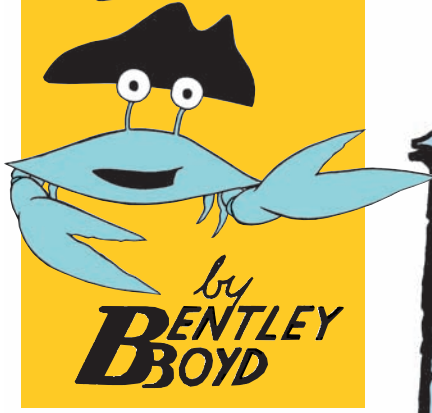


CHESTER

COMIX WITH CONTENT



# HEROIC FOLK



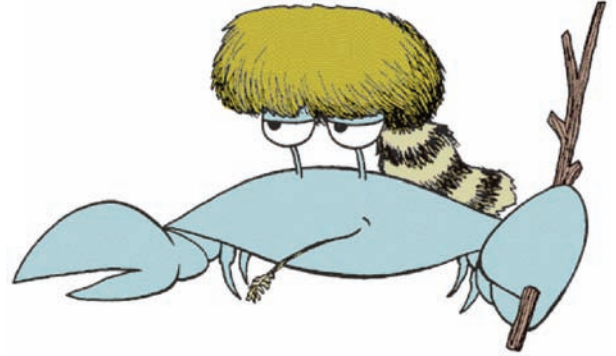
Teacher's Guide

Teacher's Guide for

# HEROIC FOLK

Chester's **Comix With Content** series

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Dear Teacher:

Chester the Crab's "Heroic Folk" 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.

Chester comic books have 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 "Heroic Folk," with reading strategies, reproducible classroom activities, and NEW sample questions for student practice.

I hope you and your students enjoy Chester the Crab!



## OBJECTIVES

After reading "Heroic Folk" 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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- P 4 **JOHNNY APPLESEED** reading strategies, activities, test
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- P 22 **JOHN HENRY** reading strategies, activities, test

# COMIX IN THE CLASSROOM

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

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

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

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



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

## READING SKILLS FROM COMICS

Main idea  
Sequencing  
Vocabulary

Noting details  
Author’s purpose  
Cause/Effect

Predicting outcomes  
Fact vs. opinion  
Figurative language

# PARTS OF A CHESTER COMIX PAGE

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

## PANEL

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

## FRIENDS

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

## LOGO

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

## TIMELINE

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



## TITLE

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

## NEXT!

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

## WORD BALLOONS

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

## GUTTERS

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



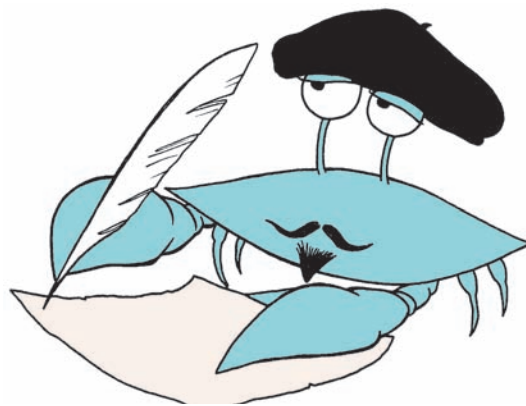
# JOHNNY APPLESEED

## 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 whose stories grew into legends told by many other people. Can you tell me who the people on the cover are?”

☛ **Take** a picture walk through the first story, “Johnny Appleseed,” 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)

**legendary** (p. 3) – being of a story told for many generations and believed to have some truthfulness in its details

**settlers** (p. 4) – people who move to a frontier area to create a new community there

**diet** (p. 5) – what a person or animal usually eats or drinks over a long period of time

**trade** (p. 5) – the exchange of goods and services between people, businesses, countries

**nickname** (p. 5) – a fun, descriptive name used for a person instead of their birth name

**folk tale** (p. 7) – a popular make-believe story retold often by a community’s members

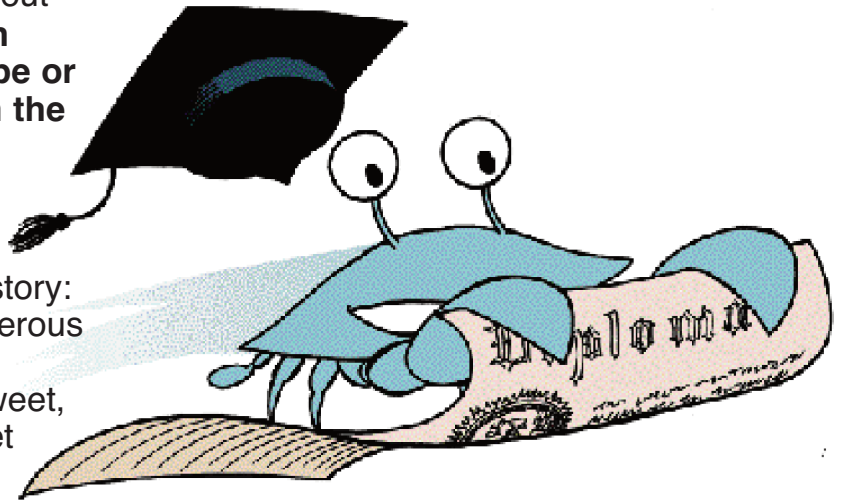
**eyewitness** (p. 7) – person who saw or heard an event directly and can repeat its details

### 3. WORD STUDY

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

☞ **Point** to some examples in the story:  
(p. 3) crowded, fast, legendary, dangerous  
(p. 4) dangerous  
(p. 5) important, main, long, dead, sweet, wormy, leftover, own, few, small, quiet  
(p. 6) your, extra, late, tiny, big, new  
(p. 7) make-believe, real, unusual, hardy, eyewitness, exciting, better, bare, farthest, hot



### 4. READ THE STORY FOR WRITING PROMPTS

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☞ **Give** students a copy of The Details Umbrella from p. 28 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. 29 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

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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. 9 of this guide.

# HOW FAR CAN YOU GO?

**Transportation** was a lot different in the early days of the United States. Johnny Appleseed wasn't the only one who walked where he wanted to go! 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 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 in the 21st Century 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 showing how far a person could travel on foot and in a carriage traveling as fast as Washington. Draw a third circle showing how far a car could travel from Mount Vernon in a 4-hour day.



**TEACHERS!**

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

**ANSWERS:**

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

## MATH ACTIVITY

# GRAPHY SMITH APPLE

Apples were a welcome treat for tired, hungry settlers traveling West. Even today, they remain a favorite snack because they come in so many different types or varieties.

### Did you know?

☛ There are 2,500 different kinds of apples grown in the United States, and there are over 8,000 named varieties of apples grown worldwide.

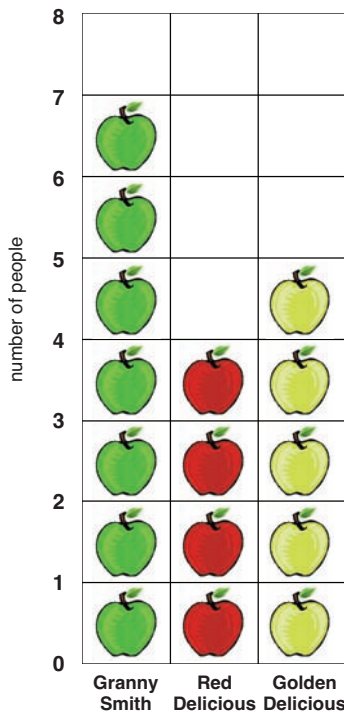
☛ The top five varieties of apples are Red Delicious, Golden Delicious, York, Rome and Stayman.

☛ Red Delicious apples were rated the most delicious of all the apples.



### GRAPH YOUR FAVORITES

At the grocery store or vegetable stand, buy several different varieties of apples, such as Granny Smith, Fuji, Rome, Macintosh, Red Delicious and Golden Delicious.



Cut up the apples and have a taste test at home with your family or at school with your class. Write down everyone's favorite type of apple.

Make a graph of your results, like the one on the right.

### COUNT YOUR SEEDS

When you cut into your apples, save the seeds. Count the seeds to find out how many seeds were in each type of apple and graph those results!

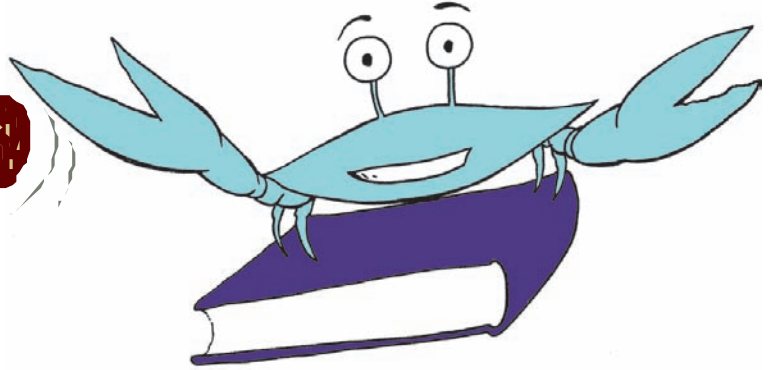
Did every apple have the same number of seeds? What was the least number of seeds an apple had?



## LANGUAGE ACTIVITY

# THE LEGEND OF THE MYTH

Draw a line from Column A to the appropriate category in Column B. If you aren't familiar with these stories, go to your school or public library and look them up.

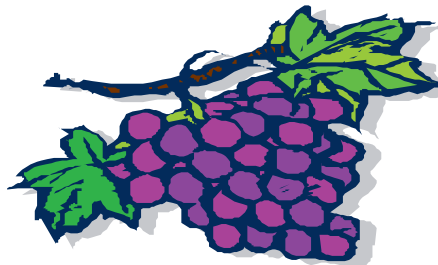
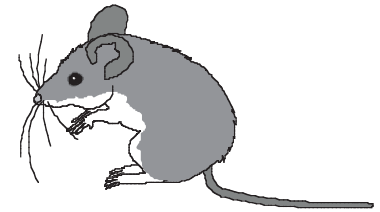


### COLUMN A

The Ant and the Grasshopper  
Johnny Appleseed  
Jason and the Golden Fleece  
Pecos Bill  
Cinderella  
Narcissus and Echo  
The Fox and the Grapes  
The Labors of Hercules  
The Lion and the Mouse  
Paul Bunyan  
Puss in Boots  
Sleeping Beauty

### COLUMN B

Fairy Tale  
Fable  
Myth  
Legend



### TEACHERS!

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

### ANSWERS:

Labors of Hercules  
**Legends:** Johnny Appleseed, Pecos Bill, Paul Bunyan  
**Myths:** Jason and the Golden Fleece, Narcissus and Echo, the Fox and the Grapes, the Lion and the Mouse  
**Fairy tales:** Cinderella, Puss in Boots, Sleeping Beauty  
**Fables:** The Ant and the Grasshopper, the

# JOHNNY APPLESEED QUESTIONS

- 1. Which word is an adjective?**
  - A settlement
  - B walked
  - C longingly
  - D long
- 2. What kind of story is Chester's adventure with Johnny Appleseed?**
  - F pamphlet
  - G myth
  - H folk tale
  - J autobiography
- 3. The best place to find meaning of an unknown word in a passage would be -- ?**
  - A a dictionary
  - B an encyclopedia
  - C www.YouTube.com
  - D a thesaurus
- 4. Which of the following is NOT an element of a folk tale?**
  - F Character has superhuman quality
  - G Always written down in a book
  - H Passed from one generation to the next younger generation
  - J Plots teach values and customs of a culture
- 5. "He's been selling and giving young apple trees to pioneers headed west." Which word below has the same meaning as the word "pioneers?"**
  - A politicians
  - B bakers
  - C planters
  - D settlers
- 6. Which words best describe Johnny Appleseed's character?**
  - F idle, delicate, associate
  - G hardy, energetic, tolerant
  - H scared, dirty, wealthy
  - J political, angry, idle
- 7. What is this story *mainly* about?**
  - A the reasons Johnny Appleseed became popular with pioneers
  - B the successes and difficulties of the War of 1812
  - C America's policy for westward settlement
  - D the yearly cycle of an apple tree



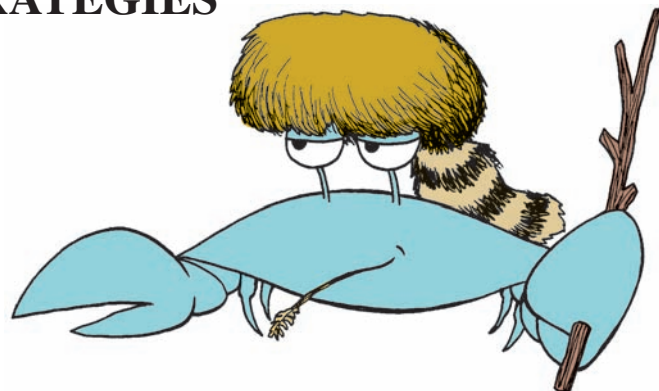
# DAVY CROCKETT

## READING STRATEGIES

### SKILLS

Fact vs. Opinion  
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 real people who became popular characters in the early days of the United States. What do you know about

Davy Crockett? Have you ever seen a TV show or movie about him? Did you believe every part of that story?”

Take a picture walk through the second story, “Davy Crockett,” 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 before?”

## 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)

**treaties** (p. 9) – formal agreements between nations or groups

**slave** (p. 9) – person owned as a piece of property for his or her entire life

**settlement** (p. 9) – newly-built community in a frontier area (at edge of a nation)

**frontier** (p. 10) – a nation’s border area with unexplored, uncontrolled or unsettled land

**legislature** (p. 11) – the law-making branch of government, run by elected representatives

**politician** (p. 11) – person elected or appointed to vote or make choices for a larger group

**squatters** (p. 11) – settlers who clear and build on land they do not hold legal ownership of

**political party** (p. 11) – a group of people who campaign for certain ideas, people or laws

**legend** (p. 11) – a story told for many generations and believed to have some truthfulness

**independence** (p. 12) – freedom from the control of another person or nation

### 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 in the words of this story?”

Point to examples in the story:  
(p. 9) “David has eight brothers and sisters.” vs. “He will be king of the wild frontier!” or “It is easier shooting a wild turkey than making beans grow!”  
(p. 10) “The fort was attacked!” vs. “I reckon Andy Jackson’s army will need our help scouting for Creek warriors.”  
(p. 11) “Davy Crockett can barely read or write when his neighbors elect him to be magistrate.” vs. “I am Davy Crockett -- half horse, half alligator, with a touch of snappin’ turtle!!”



### 4. READ THE STORY FOR WRITING PROMPTS

Give students a copy of The Details Umbrella from p. 28 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.”

### 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. 15 of this guide.

Give students a copy of the predictions sheet from p. 29 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.

## 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 your **tall tale about Davy Crockett** out loud to hear your new version of his life!

Davy Crockett grew up in a state surrounded by the green of many \_\_\_\_\_,  
and it was said he killed a bear when he was only three. **plural noun**

This was the beginning of the legend of "The King of the Wild \_\_\_\_\_."  
**fictional place**

There were few smooth \_\_\_\_\_ in America at the time for wagons to travel over.  
**plural noun**

Davy \_\_\_\_\_ and learned how to travel through the woods. He was a scout for United  
**past tense verb**

States soldiers fighting with General \_\_\_\_\_.  
**famous person**

Crockett was elected to Congress in 1827 and fought for the rights of \_\_\_\_\_.  
**plural noun**

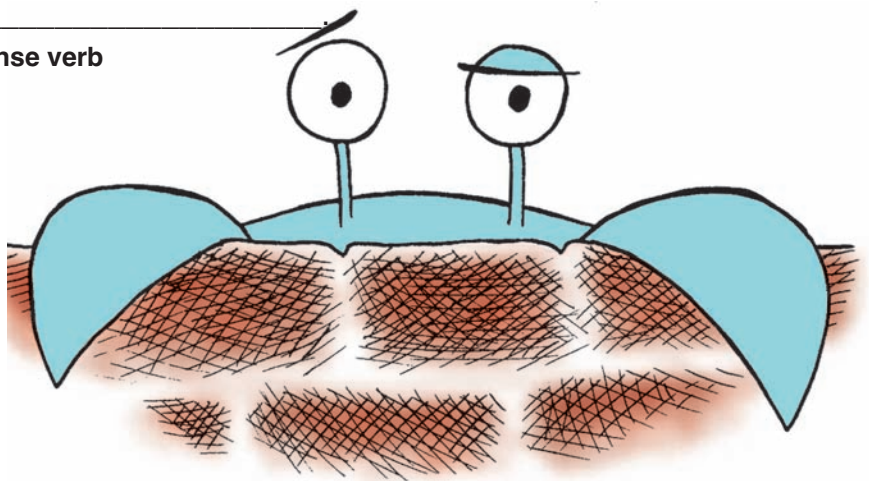
The Whig Party thought he was \_\_\_\_\_ to run for the office of \_\_\_\_\_  
of the United States. **adjective** **noun**

When Crockett lost his next election he became \_\_\_\_\_ and vowed to go to Texas.  
**adjective**

Texas settlers from the United States were \_\_\_\_\_ with soldiers from Mexico.  
**past tense verb**

Crockett joined the fight at the Alamo near modern-day \_\_\_\_\_ and lost his  
**fictional place**



life when the Mexican Army \_\_\_\_\_  
**past tense verb**



# STRING A STORY

Here's your chance to do some storytelling with your family, friends, or classmates.

## MATERIALS

-  yarn of various colors
-  scissors

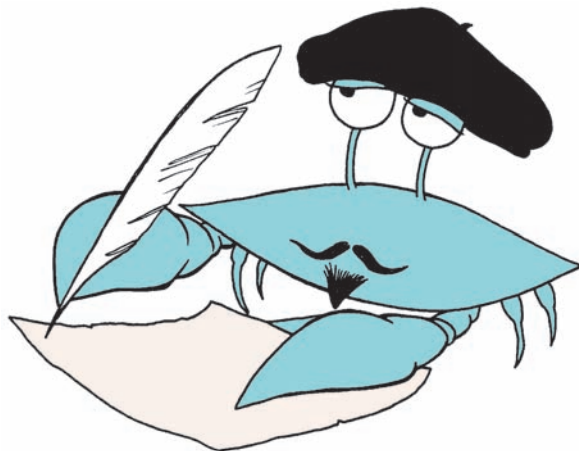
## DIRECTIONS

1. Cut different colored yarn into varying lengths.
2. Tie yarn together end to end, alternating colors.
3. Roll the yarn into a ball.
4. Sit in a circle.
5. Decide who will go first and hand that person the ball of yarn. As the person begins telling a story, he or she slowly unravels the ball of yarn.
6. When the color changes, it's time to pass the ball of yarn to the next person so he or she can take over telling the story.
7. Keep passing the ball of yarn around as the colors change, until the ball of yarn is completely unraveled. The last person ends the story.



## AUTHOR'S CHOICE!

For a variation of the storytelling game, make up a rule to follow when the color changes. For example, each time the color changes you need to change the setting or introduce another character.

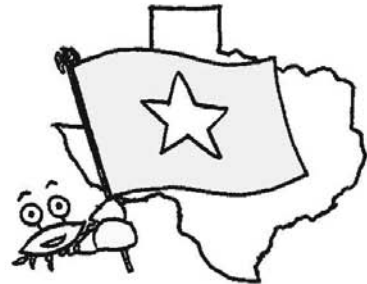
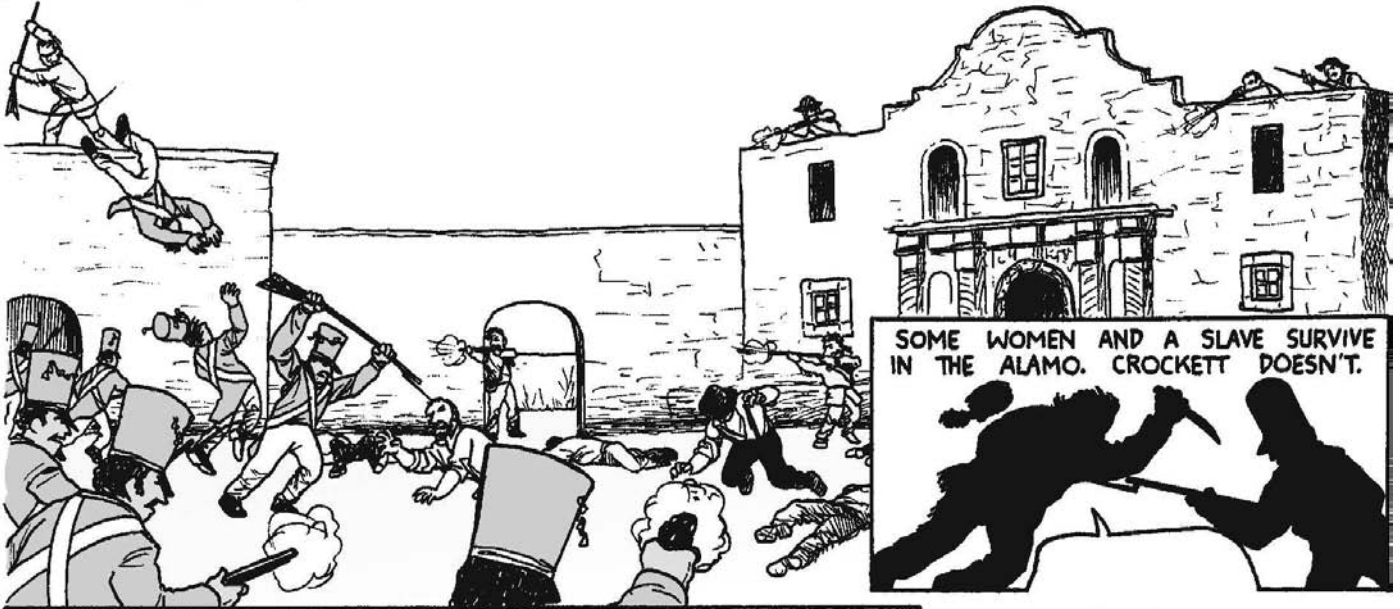
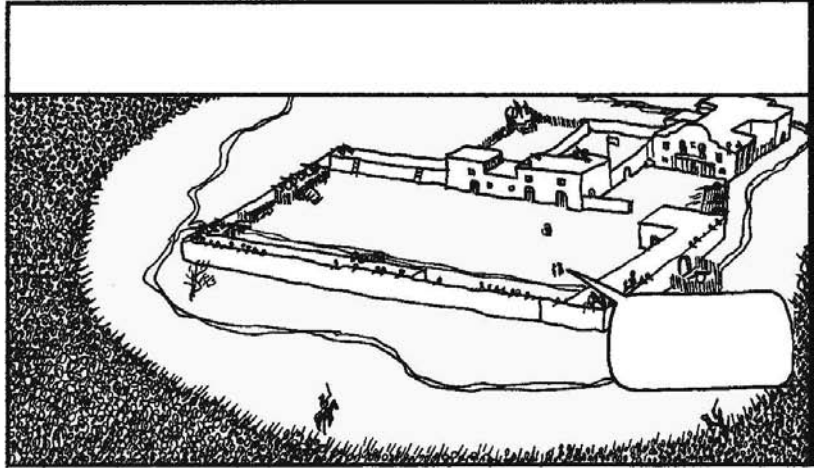


# TELL DAVY'S TALE

Here's your chance to put words in Chester's mouth and Davy Crockett's speech bubble! Fill in the blocks with your own words and color the page in your own way!

## WHY DO WE REMEMBER THE ALAMO?

DAVY CROCKETT SHOWS UP IN SAN ANTONIO, TEXAS, IN JANUARY 1836...



END

## DAVY CROCKETT QUESTIONS

- 1. Which one of the following is a statement of fact?**
  - A It looks like it will rain this afternoon.
  - B It's bad when my soccer game gets rained out.
  - C It rained two inches in our backyard yesterday.
  - D The sunlight that comes after rain can be very pretty.
- 2. Which of the following was NOT a legendary characteristic of Davy Crockett?**
  - F fancy dresser
  - G joking politician
  - H backwoods sharpshooter
  - J half-horse, half-alligator
- 3. Complete this analogy -- legend: Davy Crockett :: \_\_\_\_\_: Peter Pan**
  - A Plot
  - B Thesaurus
  - C Biography
  - D Fairy tale
- 4. In what way were the frontier woods important in Crockett's early life?**
  - F State politicians often came to visit and solve disputes.
  - G The railroad made remote places easier to reach.
  - H Crockett's first job was as a farming agent.
  - J He learned to hunt for food without wasting his resources.
- 5. "They do not honor their own peace treaties!" Which word below has nearly the same meaning as the word "treaties"?**
  - A treats
  - B agreements
  - C observations
  - D connections
- 6. What would be another good title for this story?**
  - F "Davy Crockett Leads Wagons West"
  - G "The Clash Between Native Americans and Davy Crockett"
  - H "Davy Crockett: Backwoods Hick to Frontier Hero"
  - J "Congress Pushes for the Annexation of Texas"
- 7. What happened in American history after Davy Crockett died at the Alamo?**
  - A the American Revolution
  - B the United States annexed Texas
  - C the explorations of Lewis & Clark
  - D Andrew Jackson became president



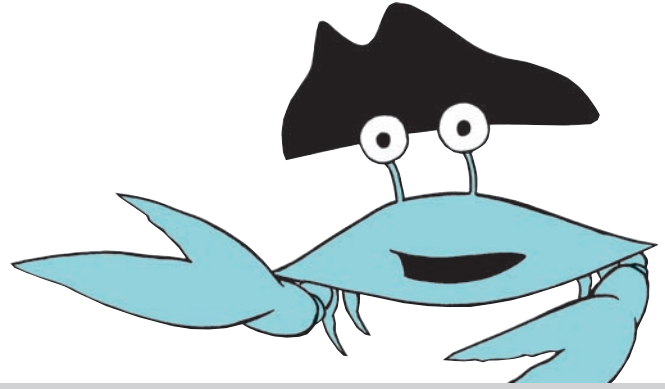


# SAM HOUSTON

## READING STRATEGY SUGGESTIONS

### SKILLS

Story Setting                      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 lived in the time between the American Revolution and the Civil War.”

**What was life like then? What kinds of jobs did people have?”**

➤ **Take** a picture walk through the third story, “Sam Houston,” 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)

**frontier** (p. 14) – a nation’s border area with unexplored, uncontrolled or unsettled land  
**hero** (p. 14) – main character in a story, known for courage or other above-average traits  
**debt** (p. 14) – payment or money owed for an earlier use of goods or services  
**Cumberland Gap** (p. 15) – a main pathway through the Appalachian Mountains, turned into a wagon road in the 1790s for settlers going west to Kentucky, Tennessee, and Ohio  
**migrate** (p. 15) – to move from one region to another, with the plan to stay a long time  
**settlements** (p. 15) – new communities built by people who moved there from elsewhere  
**rights** (p. 16) – powers, liberties, or privileges a person owns by law or nature  
**represents** (p. 16) – person voting or making choices for a larger group  
**empire** (p. 16) – a large land, territory, or population controlled by one group or ruler

(VOCABULARY, *continued from previous page*)

**treaties** (p. 16) – agreements between nations or groups, often to end a war or dispute

**dictator** (p. 17) – ruler of a nation who has absolute power and can make all decisions

**independent** (p. 17) – freedom from the control of another person or nation

**president** (p. 18) – top executive; official who leads departments of a government

**republic** (p. 18) – government in which a few democratically-elected representatives make laws for and voice the concerns for all citizens


**courts** (p. 18) – government branch that decides if laws are broken, settles disputes


**annex** (p. 18) – to add a territory to another state or government just next to it

**slavery** (p. 18) – owning a person as a piece of property for that person’s entire life

### 3. WORD STUDY


---


 **Read** a page in the story. **SAY:** “The setting in a story is the place where the action happens. Setting can affect the choices a character makes as the plot moves forward. In comix the setting is also important to the illustrations. Can you tell me the different settings in this Chester story? What do the settings tell us about the characters there?”


 **Point** to examples in the story:  
(p. 14) panel 1: Shenandoah Valley; panels 2-6: Lexington, Virginia  
(p. 15) panels 1,2: Virginia; panel 3: Cumberland Gap; panel 4: Maryville; panel 5: Hiwassee River; panel 6: Alabama  
(p. 16) panels 3,4: Cherokee villages  
(p. 17) panel 1: Arkansas; panels 2-6: Texas; panel 3,5: San Antonio, Texas **NOTE** the more specific setting and the jump in panels


### 4. READ THE STORY FOR WRITING PROMPTS


---


 **Give** students a copy of The Details Umbrella from p. 28 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. 29 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

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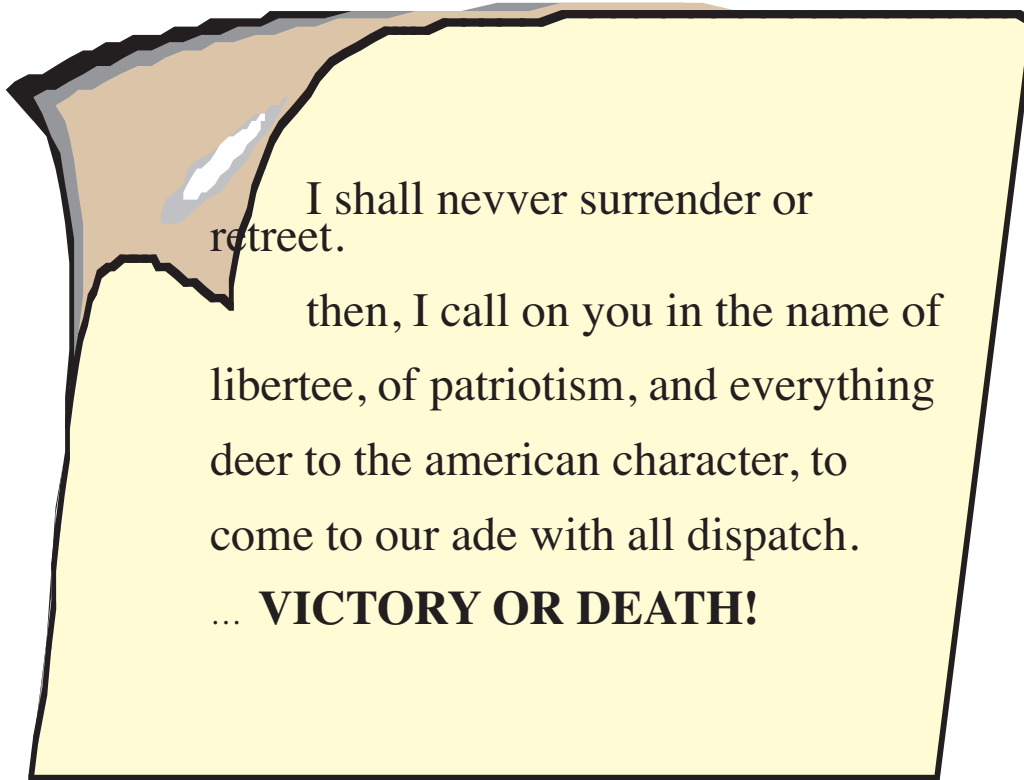
After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 21 of this guide.

## LANGUAGE ACTIVITY

# REMEMER THE ALEMO!

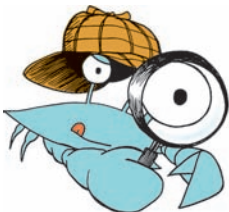
At the Alamo in San Antonio, then called Bejar, Texas, rebels led by William Barret Travis made their stand against Santa Anna's vastly superior Mexican army. On the second day of the siege, Feb. 24, 1836, Travis called for reinforcements with this message.

This version of the letter needs some editing. Can you help? Find five misspelled words and two words that should be capitalized.



Little help came. Santa Anna's troops broke through on March 6. All of the defenders of the Alamo died.

Can you write a persuasive message? Try to encourage someone to come to your aid. What would you say?



### TEACHERS!

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### ANSWERS:

**Misspelled:** never, retreat, liberty, deer, aid.  
**Not capitalized:** Then, American

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## SOCIAL STUDIES ACTIVITY

# SIX FLAGS

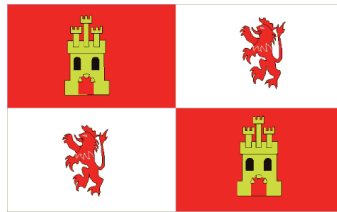
Six flags have flown over Texas. Can you draw a line to match each one to the correct time period? Remember, you can use the process of elimination to make good guesses if you don't know some of these flags at first glance!

1. Spain, 1510-1821
2. France, 1685-1690
3. Mexico, 1821-1836
4. The Republic of Texas, 1836-1846
5. Confederate States of America, 1861-1865
6. United States of America, 1845-1861; 1865-present

A.



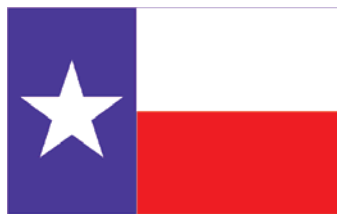
B.



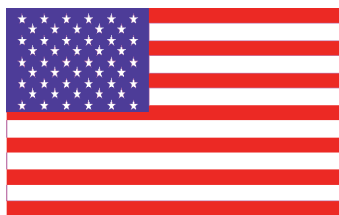
C.



D.



E.



F.



### TEACHERS!

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Answers :

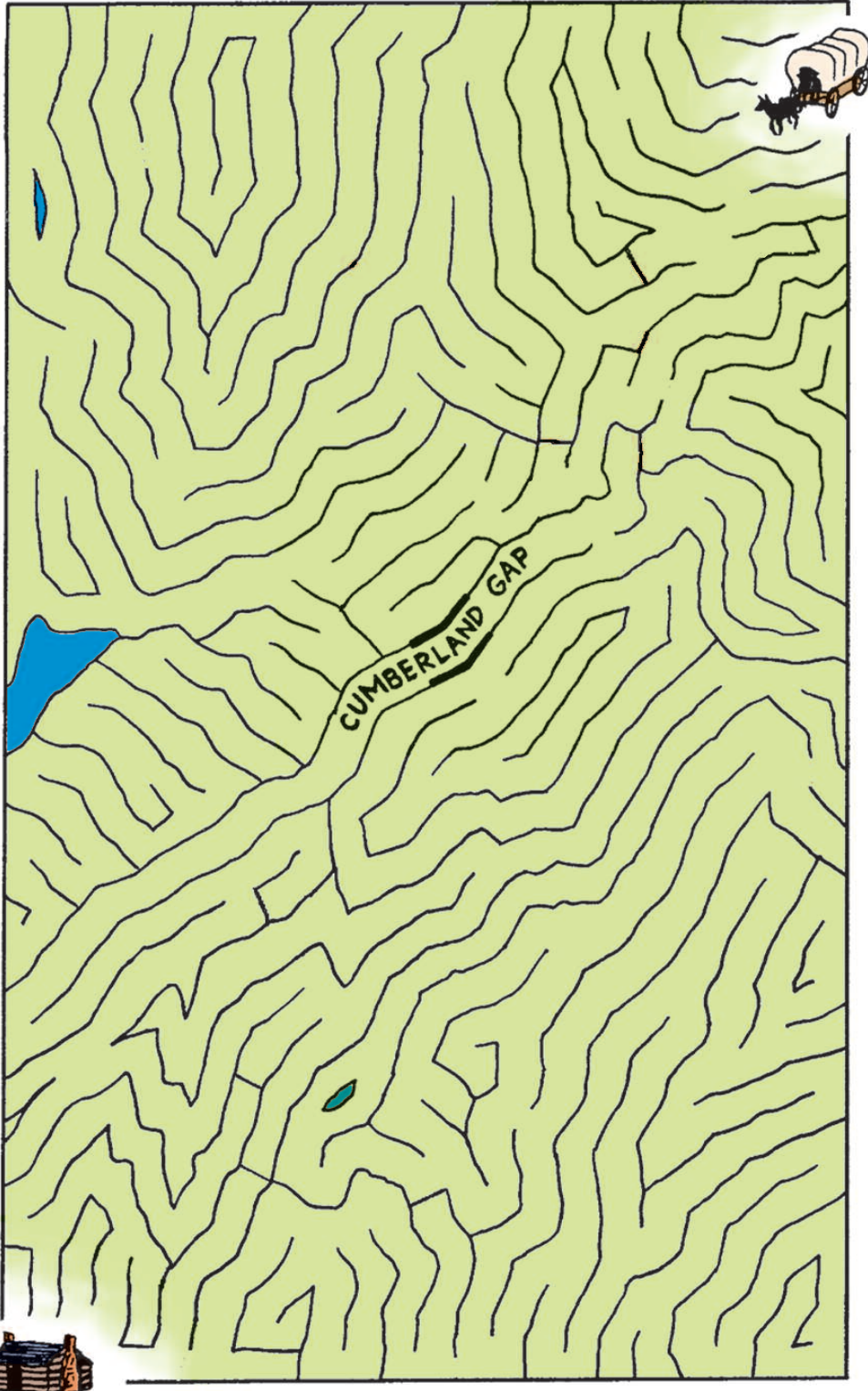
1. B; 2. F; 3. A; 4. D; 5. C; 6. E

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## GEOGRAPHY ACTIVITY

# SHOOT THROUGH THE GAP

You're a settler and you need to take your covered wagon to Tennessee. Find your way across the Cumberland Gap to your new log cabin.



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## SAM HOUSTON QUESTIONS

1. Which of the following settings were *not* a part of Sam Houston's story?
  - A Virginia
  - B Texas
  - C Tennessee
  - D North Carolina
2. "What now, mama?" Which word below has the same sound as /ow/ in now?
  - F fool
  - G country
  - H council
  - J bowl
3. Which was a problem Sam Houston tried to solve in Chester's story?
  - A protecting the rights of Native Americans
  - B protecting the rights of Mexicans in Texas
  - C getting good grades in school in Virginia
  - D getting Congress to make the Cumberland Gap road wider
4. The following characters were in Chester's story *except* —
  - F Andrew Jackson
  - G Daniel Boone
  - H Santa Anna
  - J Samuel Houston
5. How would you describe Sam Houston's personality?
  - A He was jealous of others' ideas.
  - B He was nervous.
  - C He was delicate.
  - D He was restless.
6. Chester's narrative is an example of what kind of story?
  - F fantasy
  - G legend
  - H adverb
  - J epic poem
7. If you wanted to find more facts about Sam Houston, where would you look?
  - A the *Houston Chronicle* newspaper
  - B [www.libraryoftexas.org](http://www.libraryoftexas.org)
  - C an atlas
  - D Chester the Crab's *World War 2 Tales*

CHAPTER  
**4**

# JOHN HENRY

## READING STRATEGY SUGGESTIONS

### SKILLS

Plot and Turning Point    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 has a story about people who built railroads in the early days of the United States. What are the

advantages and disadvantages to traveling by train?”

**Take** a picture walk through the fourth story, “John Henry,” 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)

**genre** (p. 20) – a kind or type of something, such as a story

**fairy tale** (p. 20) – story so fantastic and unbelievable that you know it’s not true

**fable** (p. 20) – story usually featuring talking animals that teach a moral lesson

**myth** (p. 20) – long-told stories a culture uses to explain their traditions, customs, beliefs

**legend** (p. 20) – popular story retold many times and based partly on facts

**setting** (p. 21) – where a story takes place

**characters** (p. 22) – people who are in the action of a story, some for good, some for bad

**plot** (p. 23) – the events that form the action of a story and move the characters forward

**turning point** (p. 24) – story’s most exciting part, when the plot’s questions are answered

### 3. WORD STUDY

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☞ **Read** a page in the story. **Point** out a **plot** event. **SAY:** “**A plot** has events that move the action of the story forward. Can you find the plot points in each page of Chester’s story?”

☞ **Point** to examples in the story:

(p. 20) Tamara the student asks Chester to tell her a bedtime story

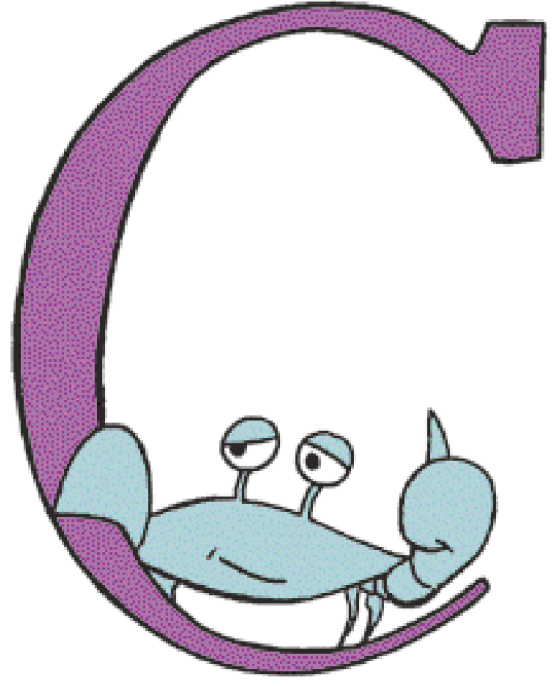
(p. 21) John Henry is born; he saves a riverboat one night; he finds himself in prison (p. 22) John Henry goes to work on the railroad; the steam

drill company man challenges workers to race his machine

(p. 23) the race begins; workers bring water to keep John Henry and the steam drill going; John Henry sings to keep going

(p. 24) steam drill breaks; John Henry wins; he dies, John Henry is buried; Tamara sleeps

**ASK:** “What is the turning point of this plot?”



### 4. READ THE STORY FOR WRITING PROMPTS

---

☞ **Give** students a copy of The Details Umbrella from p. 28 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. 29 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. 27 of this guide.





## SOCIAL STUDIES ACTIVITY

# RAILROADING

It took a lot of resources to build a railroad. There are three types of **resources**:

 **natural** — materials that come from nature like water, soil, wood, and coal

 **human** — people, such as builders, painters, and miners, working to produce goods and services

 **capital** — goods made by people and used to produce other goods such as hammers, computers, lawn mowers, and factories, and services

In these activities, identify the resources necessary to complete the project.

**EXAMPLE**

Make a railroad line through a mountain range.

**NATURAL RESOURCES**

Steel  
Wood for crossties  
Sand for railroad bed  
Horses

**HUMAN RESOURCES**

Workers  
Foremen (Managers)

**CAPITAL RESOURCES**

Hammer  
Explosives  
Nails  
Wagons

1. Make a sandwich.

**NATURAL RESOURCES**

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**HUMAN RESOURCES**

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**CAPITAL RESOURCES**

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2. Build a toy sword.

**NATURAL RESOURCES**

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**HUMAN RESOURCES**

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---

**CAPITAL RESOURCES**

---

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3. Draw and print a comic book.

**NATURAL RESOURCES**

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**HUMAN RESOURCES**

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---

**CAPITAL RESOURCES**

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---

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**TEACHERS!**

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**POSSIBLE ANSWERS:**

3. (natural) paper; (human) worker to run presses to make copies of the comic; student (capital) printing press, pencil, pen, markers, staples

1. (natural) bread, ham, lettuce; (human) student, adult; (capital) knife  
2. (natural) wood, rope (human) student, adult; (capital) hammer, saw, sandpaper, paint

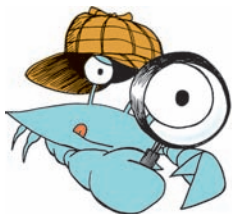
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## MATH ACTIVITY

# IF A TRAIN LEAVES CHICAGO . . .



1. If the average man could drill an 8-foot hole in 12 hours, how many feet could he drill in 6 hours?
2. John Henry could drill between 10 and 20 feet in a 12-hour shift. If John Henry drilled 14 feet one day, how many more feet did he drill than the average worker?
3. If John Henry completed 20 feet per day for 5 days, how many total feet did he drill?
4. The salesman claimed the new steam-powered drill could do the work of 10 men in 12 hours. The average man could drill an 8-foot hole in 12 hours. Which equation would you use to figure out how many feet the steam-powered drill could drill in 12 hours?
  - a.  $8 \times 12 = ?$
  - b.  $8 \times 10 = ?$
  - c.  $12 \times 10 = ?$
  - d.  $12 \times 12 = ?$
5. John Henry and other workers earned about \$1.25 per day. How much money would they have earned if they worked 6 days?
6. Railroad tracks are parallel lines. Which of the following is **not** a true statement about parallel lines?
  - a. Parallel lines cross and have one point in common.
  - b. Parallel lines are always the same distance apart.
  - c. Parallel lines lie on the same flat surface and never cross.
  - d. Parallel lines do not share any points.



### TEACHERS!

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Answers :

4. b  
5. \$7.50  
6. a

1. 4 feet  
2. 6 feet  
3. 100 feet

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# YOUR BALLAD OF JOHN HENRY

Chester's cartoon version of the John Henry legend shows some of the verses from "The Ballad of John Henry." Here are a few stanzas from the beginning of the song:

1.  
John Henry was a little baby  
Sittin' on his papa's knee  
He picked up a hammer and a little piece of steel  
Said, "Hammer's gonna be the death of me,  
Lord, Lord,  
Hammer's gonna be the death of me."

2.  
The Captain said to John Henry  
Gonna bring that steam drill 'round  
Gonna bring that steam drill out on the job  
Gonna whop that steel on down,  
Lord, Lord,  
Whop that steel on down.

3.  
John Henry told his captain  
"A man ain't nothin' but a man  
But before I let your steam drill beat me down  
I'll die with a hammer in my hand,  
Lord, Lord,  
I'll die with a hammer in my hand."

Write a few verses using the same rhythm here to tell a story of John Henry when he was growing up, before he went to work for the railroad.



## JOHN HENRY QUESTIONS

- 1. What is a characteristic of John Henry that allowed him to beat the machine drill?**
  - A strong
  - B funny
  - C young
  - D afraid
- 2. Which words below have the same meaning as the word setting?**
  - F place where a story happens
  - G place to rest
  - H the end of a day
  - J place to buy things
- 3. What kind of story is Chester's adventure with John Henry?**
  - A fairy tale
  - B legend
  - C autobiography
  - D fable
- 4. In Chester's story, all the following are characters *except* —**
  - F Burleigh Rock Drill Company
  - G Captain Tommy the foreman
  - H Official from Chesapeake and Ohio Railroad
  - J L'il Phil Henderson the "shaker"
- 5. What is another word that belongs in this group: railroad, airport, harbor, \_\_\_\_\_?**
  - A automobile
  - B house
  - C skyscraper
  - D highway
- 6. In the plot of Chester's John Henry story, which event happens first?**
  - F John Henry wins the race with the steam drill.
  - G The steam drill company challenges workers to a race.
  - H John Henry finds himself in prison.
  - J Prisoners are put to work on the railroad.
- 7. What is Chester's story *mainly* about?**
  - A railroad worker songs of the 1840s
  - B the parts of the John Henry story
  - C the Burleigh Rock Drill Company
  - D the Industrial Revolution in Virginia

**NO OBJECTS IN THE AIR**

**Main Idea:**

**WHO** IS THIS STORY ABOUT?

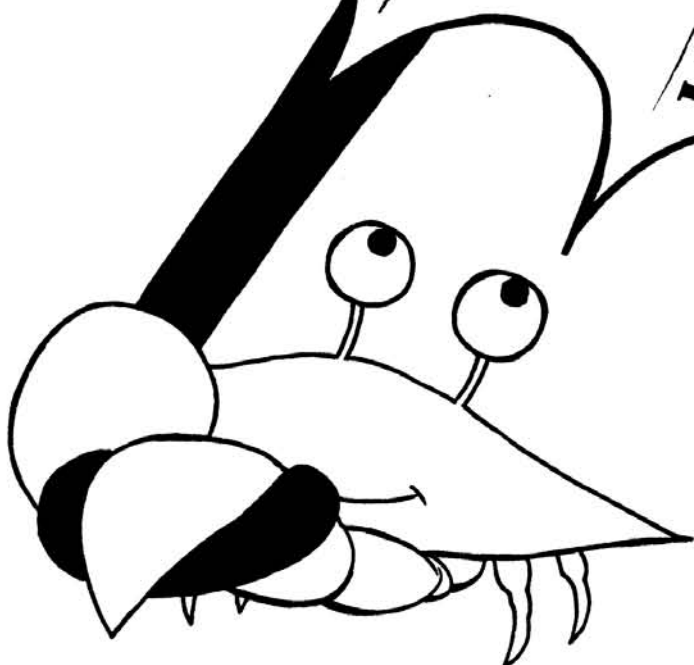
**WHAT** HAPPENS?

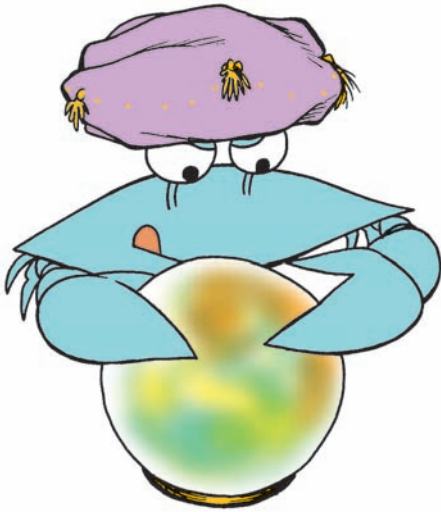
**WHERE** DOES IT HAPPEN?

**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 HEROIC FOLK

<b>JOHNNY APPLESEED</b>	<b>DAVY CROCKETT</b>	<b>SAM HOUSTON</b>	<b>JOHN HENRY</b>
p. 9	p. 15	p. 21	p. 27
1. D	1. C	1. D	1. A
2. H	2. F	2. H	2. F
3. A	3. D	3. A	3. B
4. G	4. J	4. G	4. F
5. D	5. B	5. D	5. D
6. G	6. H	6. G	6. H
7. A	7. B	7. B	7. B

### **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 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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