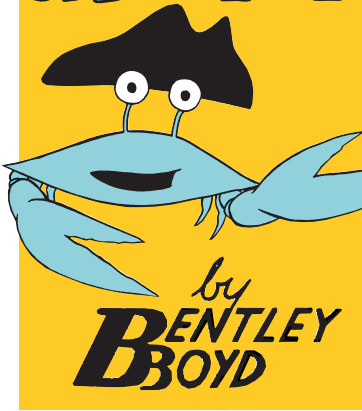


CHESTER

COMIX WITH CONTENT



LEWIS & CLARK

AND THE TRANSPORTATION FOR A NEW NATION



THIS WAY!

YOU DON'T KNOW THE WAY — **THIS WAY!**

LOUISIANA PURCHASE

MISSISSIPPI RIVER

NATIONAL ROAD

OHIO RIVER

Possible uses for FULTON'S STEAMBOAT?

LAKE MICHIGAN

LAKE HURON

L. ONTARIO

LAKE ERIE

ERIE CANAL

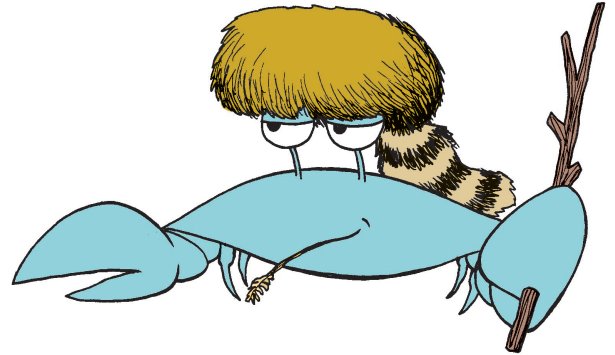
ATLANTIC OCEAN

Teacher's Guide

Teacher's Guide for

LEWIS & CLARK TRANSPORTATION

Chester's Comix With Content series



Dear Teacher:

Chester the Crab's "Lewis & Clark and the Transportation for a New Nation" 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 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 "Lewis & Clark," 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 "Lewis & Clark" and performing the activities in this guide, students will be able to:

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

TABLE OF CONTENTS

- P 2 How to use Chester Comix
- P 4 **LEWIS & CLARK** reading strategies, activities, test
- P 10 **THE NATIONAL ROAD** reading strategies, activities, test
- P 16 **FULTON'S STEAMBOAT** reading strategies, activities, test
- P 22 **THE ERIE CANAL** reading strategies, activities, test

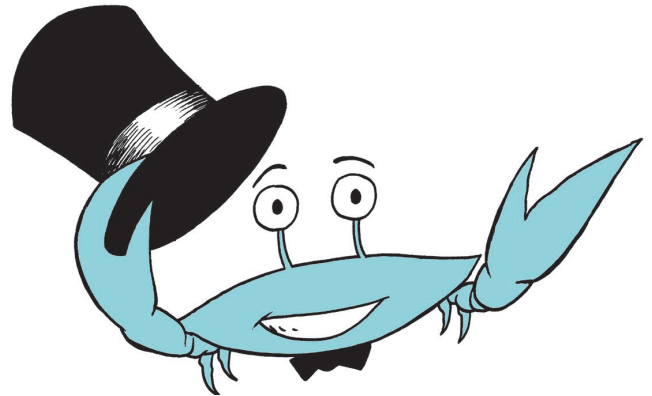
COMIX IN THE CLASSROOM

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.

WORD BALLOONS

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

GUTTERS

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

NEXT!

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



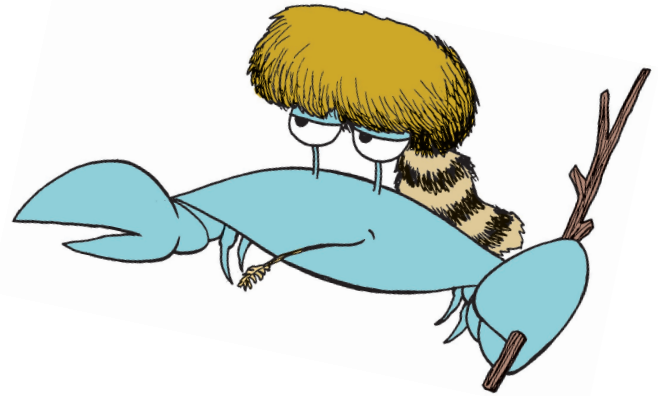
LEWIS & CLARK

READING STRATEGY SUGGESTIONS

SKILLS

Adverbs
Predicting Outcomes
Story Vocabulary

Main Idea
Noting Details



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. What is happening on the cover?

SAY: “This is a comic book narrated by Chester the Crab. It is about people who traveled west to explore North America west of the Mississippi River. Have you ever gone over the Mississippi

River from the part of the country where you live? Where did you go? What did you see?”

Take a picture walk through the first story, “Lewis & Clark,” 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)

president (p. 2) – chief executive for United States; enacts the laws passed by Congress

slaves (p. 3) – people owned as a piece of property for their entire life

civilizations (p. 3) – groups of people who have reached a high social development

Northwest Passage (p. 3) – mythical water route from Atlantic Ocean to Pacific Ocean

expedition (p. 4) – a voyage or march to explore; usually tries to supply its own needs

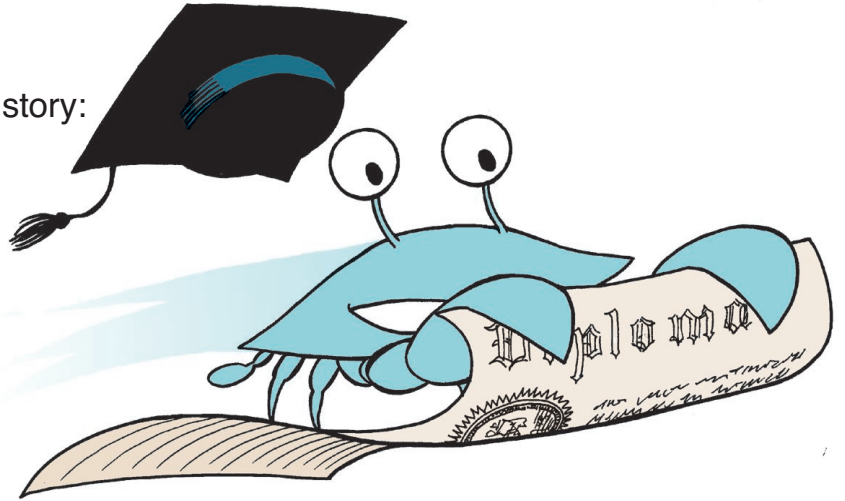
falls (p. 5) – rocky part of a river where there is a sudden drop in the water’s elevation

Continental Divide (p. 5) – highest point in the Rocky Mountains; rain falling west of the divide flows down towards the Pacific Ocean, rain falling east of it flows to the Mississippi

3. WORD STUDY

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

Point to some examples in the story:
(p. 3) boldly (p. 4) peacefully, again
(p. 5) finally (p. 6) accidentally



4. READ THE STORY FOR WRITING PROMPTS

Give students a copy of The Details Umbrella from p. 27 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. 28 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?”

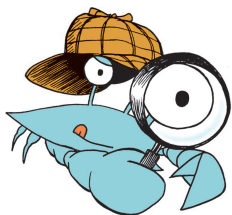
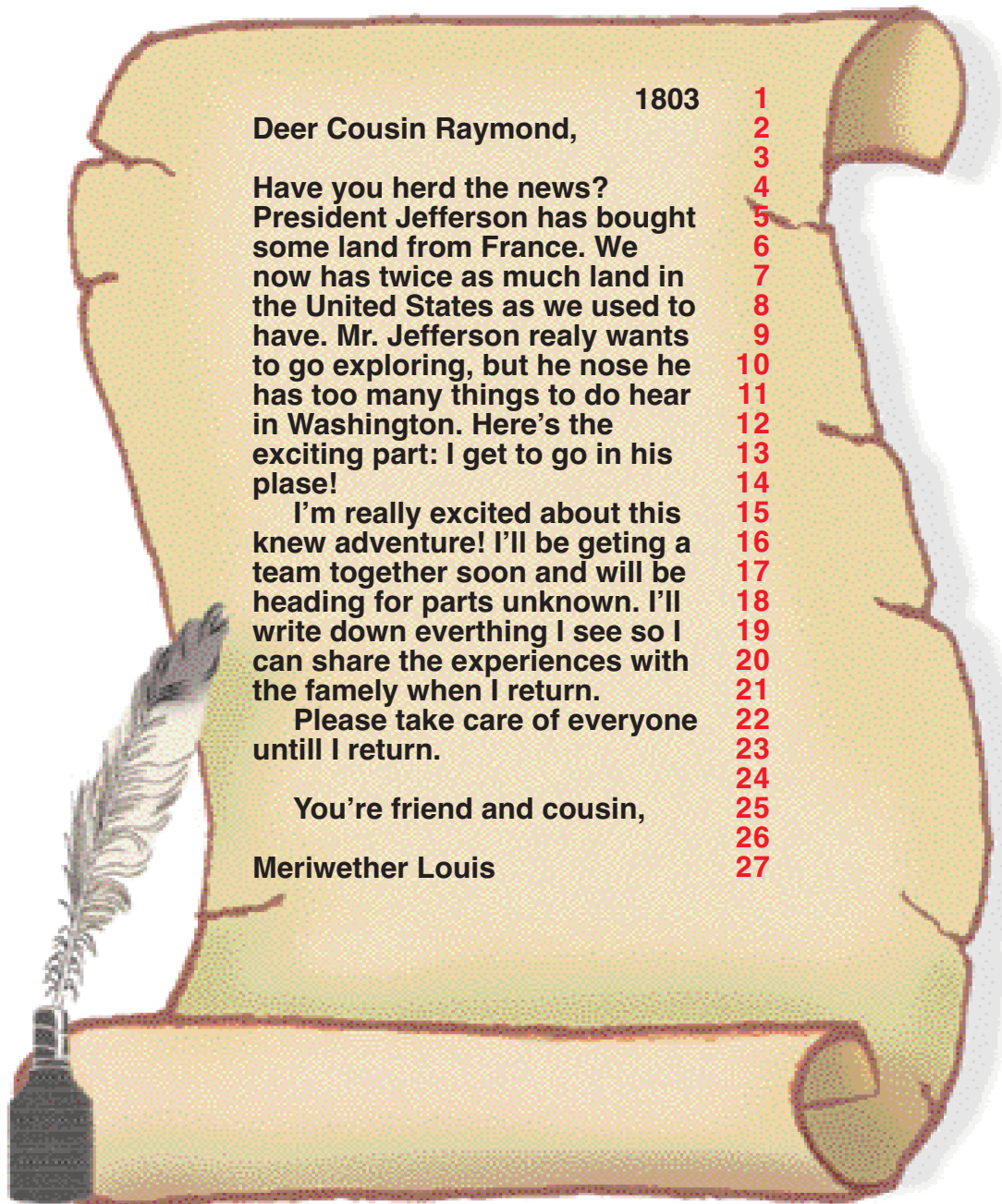
Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

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. 9 of this guide.

LETTER PERFECT

Meriwether Lewis was known as a poor speller. Can you find and correct all 14 mistakes in this letter?



TEACHERS!

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

ANSWERS:

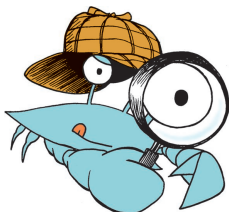
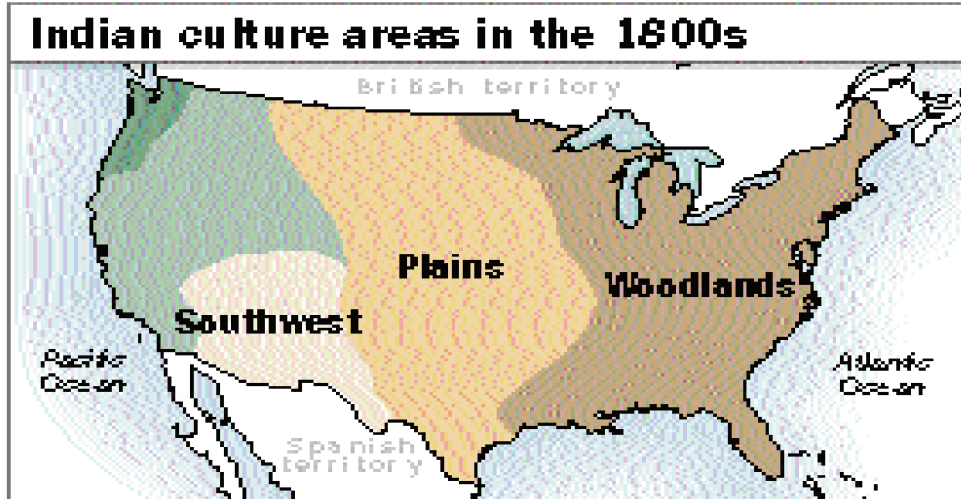
Line: 2. Dear, not deer; 4. heard, not herd; 7. have, not has; 9. really, not realy; 10. knows, not nose; 11. here, not hear; 14. place, not plase; 16. new, not knew; 16. getting, not geting; 19. everything, not everthing; 21. family, not famely; 23. untill, not untill; 25. Your, not you're; 27. Lewis, not Louis

Lewis & Clark, Chester Comix. Teachers have permission to photocopy this page for classroom use only.

GEOGRAPHY ACTIVITY

LIVIN' LARGE

The Woodland Indians, Southwestern Indians, and Plains Indians are all Native Americans who lived very differently from each other. Using three different colored crayons, draw lines connecting the food, way of travel, shelter, and region on the map for each group.



TEACHERS!





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

ANSWERS:

Woodlands: longhouse, deer, canoe
Plains: tipi, bison, horse
Southwest: pueblo, corn, walking

TALL ACROSS THE USA

If you haven't seen the Rocky Mountains, it's hard to visualize how high they are. Let's compare them to other things you may have seen or read about.

-  Lewis and Clark's expedition passed through the Teton Range in the Rocky Mountains. The highest peak there is Grand Teton, at 13,766 feet above sea level.
-  Virginia's highest point is Mount Rogers, at 5,729 feet above sea level. It lies in the Blue Ridge section of the Appalachian Mountains.
-  The Statue of Liberty, the colossal statue on Liberty Island in the New York Harbor, stands 305 feet high, including its pedestal.
-  The Sears Tower, for many years the world's tallest building, is in Chicago. It reaches 110 floors for a height of 1,454 feet.

Make a bar graph to show the relative height of each. (Mountain peaks are measured in elevation above sea level, not from the base of one peak.) Draw lines connecting each bar on the graph to the correct location on the map.

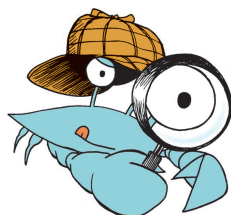
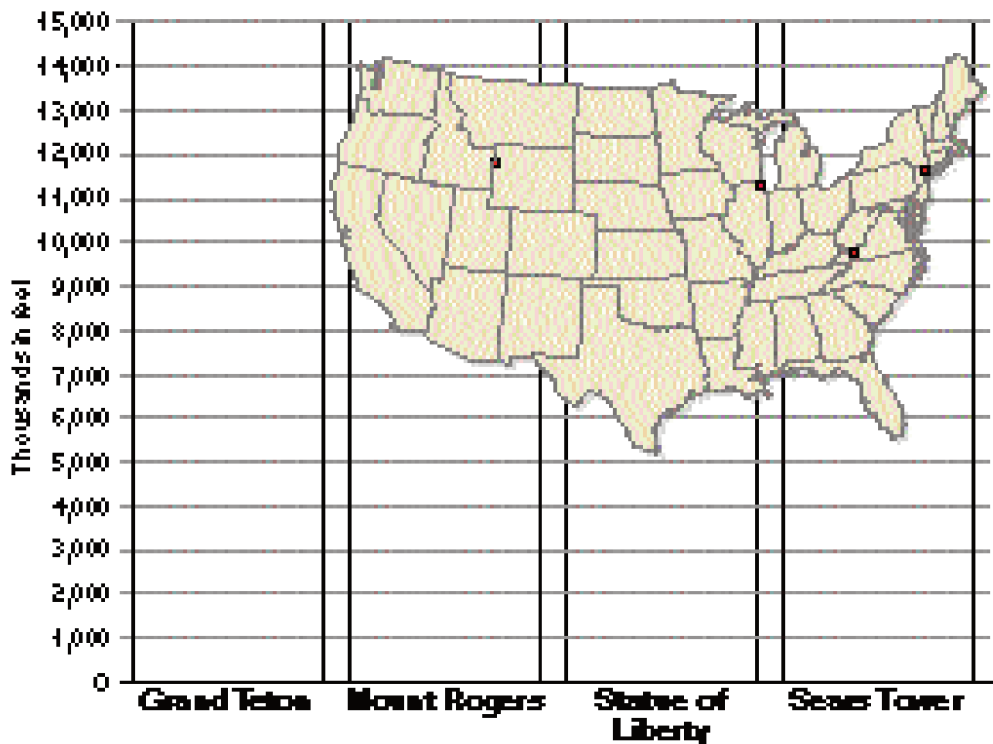
Use your graph to answer the following questions:

1. Grand Teton's elevation is approximately _____ that of Mount Rogers'.

- A twice
- B half
- C five times
- D one-fifth

2. Approximately how many Sears Towers would it take to equal the height of Grand Teton?

- F 2
- G 5
- H 10
- J 20



TEACHERS!

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

ANSWERS :

1. A; 2. H

LEWIS & CLARK QUESTIONS

- 1. Which word is an adverb?**
 - A finally
 - B Bentley
 - C why
 - D secretive
- 2. What kind of story is Chester’s adventure with Lewis & Clark?**
 - F pamphlet
 - G myth
 - H mystery
 - J biography
- 3. What occurred after Lewis & Clark’s team reached the Pacific Ocean?**
 - A Sacagawea immediately returned to visit her brother in the Rockies.
 - B The Corps of Discovery members built a fort for the winter.
 - C Settlers began moving west to live in the Rocky Mountains.
 - D Clark’s slave, York, escaped to his freedom.
- 4. On its expedition, the Corps of Discovery did the following things *except* —**
 - F carried its boats around the Great Falls of the Missouri River
 - G spent a winter living in an American Indian village
 - H discovered gold in California
 - J explored the Columbia River
- 5. “Take my friend Chester with you. He can record your discoveries.” Which words below have the same meaning as the word “record?”**
 - A register for later use
 - B musical instrument
 - C observe an artifact
 - D album of music
- 6. What would be another likely source of information about Lewis & Clark?**
 - F thesaurus
 - G Home and Garden magazines
 - H www.carllewis.com
 - J the Library of Congress
- 7. What is this story *mainly* about?**
 - A the things an explorer should take on a cross-country trip
 - B the successes and difficulties of the Corps of Discovery’s trip west
 - C Thomas Jefferson’s policy for westward settlement
 - D Sacagawea and Cameahwait, leaders of the west

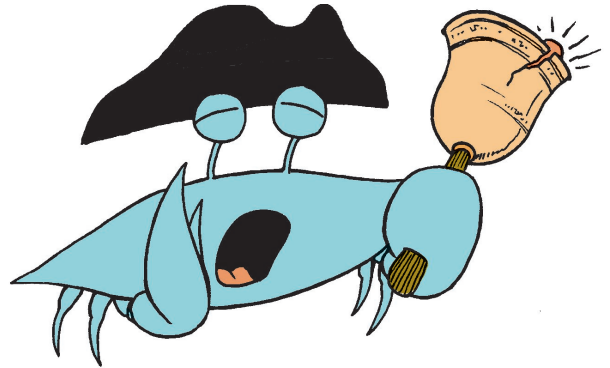


THE NATIONAL ROAD

READING STRATEGIES

SKILLS

Contractions Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

➤ **Read** the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. What is happening on the cover?

➤ **SAY:** “This is a comic book narrated by Chester the Crab. It is about people who built one of the first big roads in the United States. Have you ever tried to go somewhere without

traveling on a road? How hard was it? How fast did you move?”

➤ **Take** a picture walk through the second story, “The National Road,” 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)

carriage (p. 8) – a vehicle to carry people, pulled by horses and usually decorated well

trail (p. 8) – a beaten but unimproved path left by many human or animal footsteps

federal (p. 8) – organization in which a central government controls its territories

government (p. 8) – institution that makes laws and rules for a community, enforces them

coast (p. 8) – land along a sea or ocean; also called “seashore”

Constitution (p. 8) – 1787 document organizing the United States on a federal system

territory (p. 8) – land controlled by a country but without full status in that country

Appalachian Mts. (p. 9) – old, rounded mountain range dividing East Coast from Midwest

republic (p. 9) – government in which people elect representatives to make rules for all

contractor (p. 10) – person hired to do a specific building job

(VOCABULARY, *continued from previous page*)

tollgate (p. 10) – barrier set across a road to charge people money to use that road

Congress (p. 11) – national legislative group for the United States government

capital (p. 11) – a government center for a community; location of the law-making group

settler (p. 11) – person who moves to frontier area to create a new community

culture (p. 11) – the skills, arts, and ideas of a group of people at a certain time

politician (p. 11) – person elected or appointed 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) they’re **ASK:** “What two words are in the contraction they’re?” Do the same for other examples: (p. 8) don’t, that’s (p. 9) don’t, here’s, we’ll, it’s (p. 10) let’s, you’re (p. 11) we’re, cain’t (p. 12) it’s



4. READ THE STORY FOR WRITING PROMPTS

Give students a copy of The Details Umbrella from p. 27 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. 28 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 history of **the National Road** out loud to hear the new story!

President Thomas Jefferson agreed to buy the Louisiana _____ from France, and the travels of Lewis and Clark there excited Americans. **plural noun**

The question now was *how* would people travel to settle the _____. **fictional place**

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

The _____ marked by the Native Americans through the woods were a place to start. **plural noun**

Congress agreed to _____ a road west across the _____ mountains. **verb** **noun**

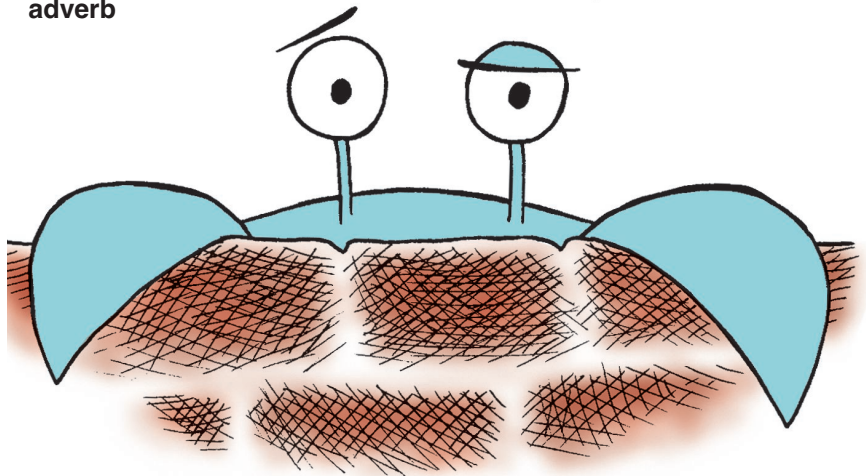
Construction on the road began in 1811 using layers of different sizes of _____. **noun**

The road was popular with _____ who thought it was a _____ way to get their products east. **plural noun** **adjective**

Settlers also crowded the road to go west and _____ in new towns in the Midwest. **verb**

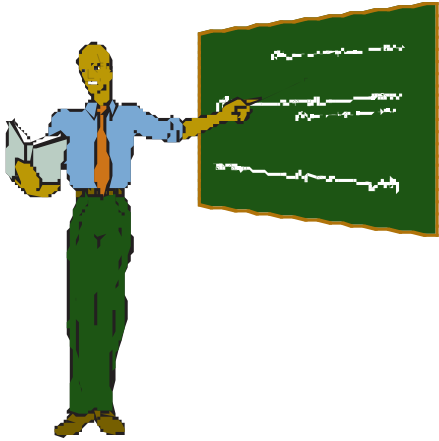
The popularity of the National Road faded after _____ started to cross America. **plural noun**

People rediscovered the usefulness of the road when _____ were invented and people wanted to go _____. **plural noun** **adverb**



LANGUAGE ACTIVITY

WHO ARE YOU?

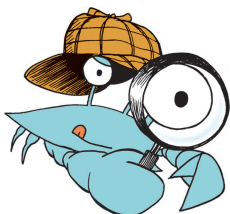
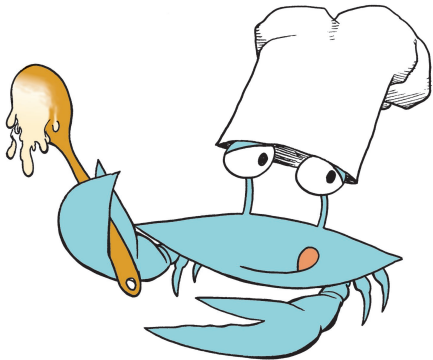


Write the word from Chester's National Road story that best completes each sentence in the blank.

1. The _____ often told his stories of his soldiering days to his grandchildren.
2. The first roads in the nation were too rough for a _____ taking a relaxing tour of the countryside.
3. The _____ had the hard job of breaking big rocks into smaller rocks for the road.
4. An _____ helped people relax at inns along the road after a hard day's travel.
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 _____ followed the government's rules in how to build the road.
9. The _____ planted corn and beans.
10. The _____ marched with the troops to battle.

WORD BANK

general
settler
contractor
worker
president
veteran
entertainer
farmer
politician
traveler



TEACHERS!

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

ANSWERS:

1. veteran; 2. traveler; 3. worker; 4. entertainer;
5. settler; 6. president; 7. politician; 8. contractor;
9. farmer; 10. general

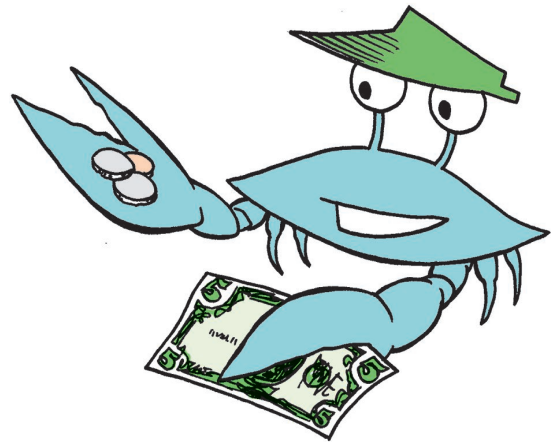
I DEMAND MY SUPPLY!

The National Road made it easier to get products over the mountains between the Midwest and East Coast of the United States. That changed the prices on those items. Two factors affect the price of an item:

- Supply**, or how many of the items are available
- Demand**, or how many people want that item.

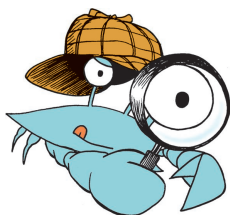
Use this supply and demand chart to determine whether the prices in the following scenarios would be moderate, high, or low.

		SUPPLY	
		High	Low
DEMAND	High	price is moderate	price is high
	Low	price is low	price is moderate



1. People need hay for their horses, but at this stop on the road there was a flood last week that ruined most of the hay in nearby barns.
2. The most popular toy for kids traveling west on the National Road is a wooden top. For the past 10 months a salesman has been traveling the road selling painted tops to the inns and stations along the road.
3. Every kid wants to go to the circus to see the man with two heads, but the show has been sold out for days. A few people are selling extra tickets, but they're really hard to find.
4. Two copies of a children's book with colorful pictures about English wizards are discovered and put up for sale at one general store along the road where two rivers meet.
5. A store buys thousands of reflective, magnetic belts to sell to settlers, but it turns out that no one thinks they are that useful.

Bonus: Describe what happens to the price in this scenario: Thousands of people are bidding on a one-of-a-kind painting thought to be painted by Vincent Van Gogh. A famous scholar, though, proves that the painting was actually painted by another artist who never became famous, so many of the bidders lose interest.



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

Answers:

- 1. High
 - 2. Moderate
 - 3. High
 - 4. High
 - 5. Low
- Bonus:** Price climbs quickly but stops when demand slows.

THE NATIONAL ROAD QUESTIONS

- 1. Which one of the following is a contraction?**
 - A didn't
 - B someone's
 - C 'ole
 - D Martin's
- 2. Which of the following was *not* a reason people wanted to build the National Road?**
 - F The contractors wanted to create jobs for unemployed Revolutionary War veterans.
 - G Thomas Jefferson wanted to encourage people to create new farmland in the Midwest.
 - H Politicians thought it would connect the new states into a tighter union.
 - J Traders wanted an easier way to move products between the Midwest and the East.
- 3. What was the *main* Constitutional argument against building the National Road?**
 - A The Supreme Court ruled the road was not a benefit that Americans needed.
 - B The federal government could not raise enough taxes to pay for the road.
 - C The federal government did not have the authority to build a road across state lines.
 - D The federal government could not negotiate passage rights with American Indians.
- 4. The National Road went through the following states *except* —**
 - F Pennsylvania
 - G Ohio
 - H Indiana
 - J Missouri
- 5. “Let’s bind the republic together with a perfect system of roads and canals.” Which word below has nearly the same meaning as the word “bind?”**
 - A use
 - B force
 - C observe
 - D connect
- 6. What would be another good title for this story?**
 - F The Way for Wagons West
 - G Easy for You to Pay (Tolls)
 - H Faster to France
 - J Congress Controls New Construction
- 7. What happened in American history after the National Road was built?**
 - A the American Revolution
 - B the Civil War
 - C the explorations of Lewis & Clark
 - D the death of George Washington

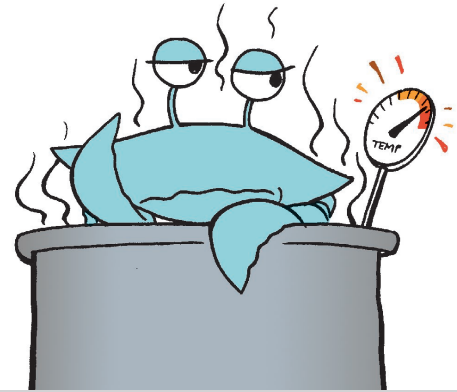
CHAPTER 3

FULTON'S STEAMBOAT

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 people who wanted to travel faster using a machine on a boat. Have you ever

traveled on a boat? What powered it?”

Take a picture walk through the third story, “Fulton’s Steamboat,” 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)

kinetic energy (p. 14) – energy resulting from motion

electricity (p. 14) – flow of negatively-charged electrons, caused by friction or induction

matter (p. 15) – any material that occupies space and is known to the senses

pressure (p. 15) – the force per unit of area exerted on a surface; a push on something

steam (p. 15) – water being changed into vapor by heating it to its boiling point

current (p. 16) – the direction of the flow of a river or stream

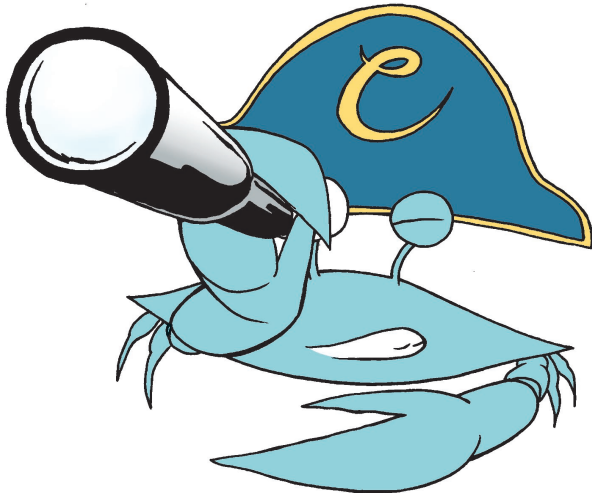
Industrial Revolution (p. 17) – time in the late 1700s and early 1800s when many mechanical advances led to new goods and new ways to make them in large quantities

trade (p. 17) – the exchange of goods and services between people, businesses, countries

goods (p. 18) – things made or grown to be sold

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. 14) “Muscles get tired and need to rest.” vs. “We need big power at any time in any place.” or “The problem is that these mills can only sit where there is flowing water.” (p. 15) “Watt’s engine produces four times as much power as the Newcomen engine!” vs. “Watt makes a better steam engine in 1765 by adding a second cylinder.” (p. 16) “But we’re still waiting to get across.” vs. “Your boat is slow.” and “What you need is a Watt!” (p. 17) “It goes North, against the flow of the Hudson River” vs. “This boat won’t go.” or “It will explode!” (p. 18) “His ‘New Orleans’ is the first steamboat on the Mississippi River.” vs. “This is his legacy: He did not make the first steamship; He made them easy to use.”

4. READ THE STORY FOR WRITING PROMPTS

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

SOCIAL STUDIES ACTIVITY

SHIPBUILDING

It took a lot of resources for Robert Fulton to build a working steamboat. 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 applesauce from scratch.

NATURAL RESOURCES

Apples
Cinnamon
Sugar

HUMAN RESOURCES

Cook

CAPITAL RESOURCES

Pot
Oven
Spoon
Recipe

1. Make pancakes.

NATURAL RESOURCES

HUMAN RESOURCES

CAPITAL RESOURCES

2. Build a treehouse.

NATURAL RESOURCES

HUMAN RESOURCES

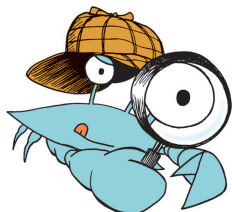
CAPITAL RESOURCES

3. Draw a picture with crayons.

NATURAL RESOURCES

HUMAN RESOURCES

CAPITAL RESOURCES



TEACHERS!

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

POSSIBLE ANSWERS:

- 1. (natural) milk, flour, salt; (human) student, adult; (capital) worker to make and paraffin wax and wood pulp; equipment
- 2. (natural) wood, tree; (human) student, adult; (capital) hammer, nails, rope, ladder
- 3. (natural) natural materials

HOW FAR CAN YOU GO?

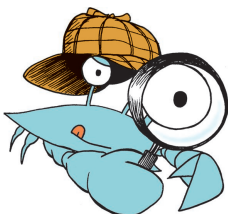
Transportation was a lot different in the early days of the United States. Answer these travel questions to understand more about how people got from one place to another during that time. Remember that the box showing the **scale** of a map can really help you understand the distances shown on a map!

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!

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

ANSWERS:

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

STAYING AFLOAT

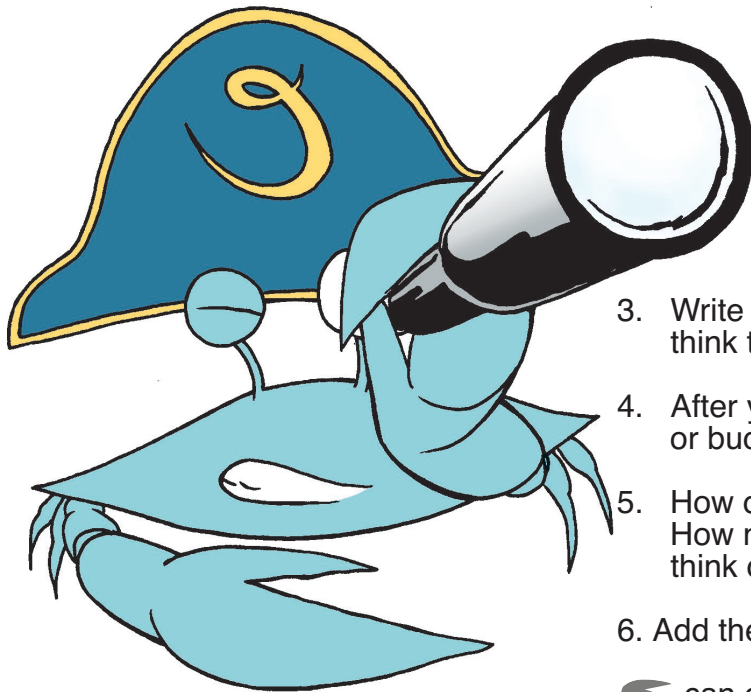
Many people didn't think Fulton's steamboat would work. Some were sure the heavy-looking boat would sink to the bottom of the river. But weight isn't the most important factor in whether something will sink or float.

Try this experiment to see what sinks and what floats.




DIRECTIONS

1. Collect six objects from around your home or classroom to test whether they sink or float. Make sure these objects are made of different materials and are of different sizes.
2. Make a chart using these headings. Include space for all the objects you're testing:

OBJECT	PREDICTION	TEST 1	TEST 2
	SINK FLOAT	SINK FLOAT	SINK FLOAT



3. Write the type of object and circle whether you think the object will sink or float.
4. After your prediction, test the object in a deep sink or bucket of water. Circle your results.
5. How did your results compare to your prediction? How many times were you correct? What do you think determines if an object sinks or floats?
6. Add these objects to your chart and test them:

-  can of regular Coke and a can of Diet Coke (make sure you're testing this in at least 12 inches of water)
-  piece of bread and a piece of balled up bread
-  can you make one of your sinkers into a floater by changing its size or shape?

FULTON'S STEAMBOAT QUESTIONS

- 1. The current of a river is _____.**
 - A the electrical charge of the water
 - B the direction of the water flow
 - C the speed that sailboats are capable of
 - D the place where a river turns back on itself
- 2. "It is 'Fulton's Folly!'" Which word below rhymes with Folly?**
 - F fool
 - G feel
 - H fully
 - J trolley
- 3. Which was a problem Robert Fulton had to solve to make a steamboat?**
 - A finding a light but powerful engine
 - B finding a calm, wide river
 - C convincing people to want faster boat travel
 - D getting Congress to make steamboats legal
- 4. In Chester's story, steamboats were tried in the following places *except* —**
 - F France
 - G Delaware River
 - H Germany
 - J Hudson River
- 5. How would you describe Fulton's mind?**
 - A He was jealous of others' ideas.
 - B He was nervous.
 - C He was delicate.
 - D He was curious.
- 6. Chester's narrative is an example of what kind of story?**
 - F fantasy
 - G historical nonfiction
 - H adverb
 - J epic poem
- 7. What is Chester's story *mainly* about?**
 - A new warships for the War of 1812
 - B the inventors who tried to make a practical steamboat
 - C the early art career of Robert Fulton
 - D the Industrial Revolution in New York

CHAPTER 4

THE ERIE CANAL

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 built a canal in the early days of the

United States. What does a canal do?”

Take a picture walk through the fourth story, “Erie Canal,” 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.

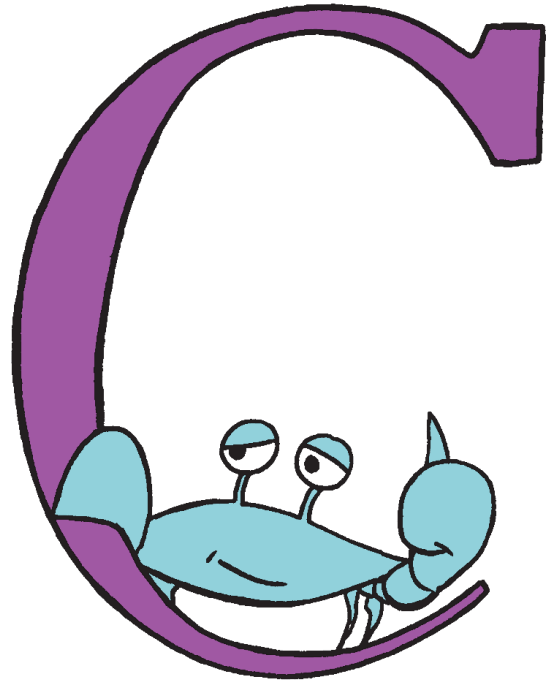
VOCABULARY DEFINITIONS (in order of appearance)

Appalachian Mts. (p. 20) – old, rounded mountains dividing East Coast from Midwest
transportation (p. 20) – the way people move themselves or move their goods to sell
frontier (p. 20) – a nation’s border with unexplored or unsettled land
canal (p. 20) – a man-made highway for boats, usually connecting rivers or other waters
engineer (p. 21) – person who designs and builds things, such as machines
aqueduct (p. 22) – man-made bridge to carry water, usually raised above the ground
lock (p. 23) – enclosed part of a canal, with mechanisms to raise and lower water
port (p. 24) – city with a harbor where ships load and unload their cargo; a trading center
immigrant (p. 24) – person who moves to a new country to settle there

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 the Erie Canal?”

☞ **Point** to examples in the story:
(p. 20) highway (p. 22) downtown
(p. 23) stairsteps, underwater, overnight
(p. 24) canalmen. **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. 27 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. 28 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.

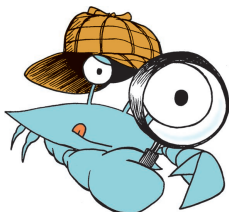
5. RESPOND/ASSESS

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. 22 of this guide.

CANAL CONNECTIONS

Today's Chester shows the early beginning of the Erie Canal. This is a map of the completed canal. Using the map, answer the questions:

1. The Erie Canal connects what body of water with the Hudson River?
2. What city is the capital of New York?
3. Is this capital city to the north or south of the Erie Canal?
4. What country is to the north of the Erie Canal?
5. Locate Rochester. Is Niagara Falls to the east or west of Rochester?
6. Is Syracuse to the east or west of Rochester?



TEACHERS!

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

ANSWERS:

6. east

3. south
4. Canada
5. west

1. Lake Erie, or the Great Lakes
2. Albany

LOW RHYME, EVERYBODY DOWN



Rhyme is the similarity in sound of the ends of words like “cat hat” or “funny bunny.” When rhyming verses are arranged into stanzas in a poem or song, we can identify the **rhyme scheme** by assigning letters to each rhyme, beginning with a. Each line that makes a unique sound ending gets a different letter in the alphabet. But if a line rhymes, it would get the same letter as the line it rhymes with.

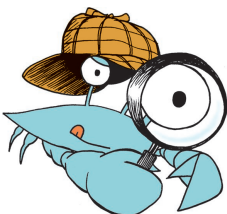
For example:

<i>Roses are red,</i>	a
<i>Violets are blue.</i>	b
<i>I am so happy,</i>	c
<i>I don't know what to do.</i>	b

Lines 2 and 4 rhyme so they are both assigned a “b.” Lines 1 and 3 do not rhyme so they are assigned the next letters in the alphabet.

Find the rhyme scheme in the first part of the song “Low Bridge, Everybody Down (The Erie Canal)” by Thomas S. Allen

*I've got a mule, and her name is Sal,
Fifteen miles on the Erie Canal.
She's a good ol' worker an' a good ol' pal,
Fifteen miles on the Erie Canal.
We've hauled some barges in our day,
Filled with lumber, coal, and hay,
And we know every inch of the way
From Albany to Buffalo.*



TEACHERS!

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

ANSWERS:

a, a, a, a, b, b, b, c.

THE ERIE CANAL QUESTIONS

1. An _____ is a man-made path to carry large volumes of water overland.
 - A lock
 - B engineer
 - C wheel and pulley system
 - D aqueduct
2. “The canal makes New York City into America’s busiest, wealthiest port.” Which words below have the same meaning as the word port?
 - F trading harbor
 - G pool
 - H method of carrying
 - J canal headquarters
3. The Erie Canal cut transportation time across New York from a month to a — ?
 - A day
 - B weekend
 - C few hours
 - D week
4. In Chester’s story, the Erie Canal was built through all the following *except* —
 - F swamps
 - G tundra
 - H over other rivers
 - J cliffs
5. What is a *likely* reason that Governor Clinton pushed so hard for a canal?
 - A He wanted a new source of fresh drinking water.
 - B He wanted to move west as soon as it was finished.
 - C He wanted New Yorkers to benefit from faster transportation.
 - D He wanted to prove Thomas Jefferson was wrong.
6. Another good source to learn more about the Erie Canal would be — ?
 - F www.engineeringmarvels.com
 - G Sports Illustrated for Kids magazine
 - H biography
 - J weather map
7. What is Chester’s story *mainly* about?
 - A canal songs of the 1830s
 - B the problem-solvers of the Erie Canal
 - C a new path for Robert Fulton’s steamboat
 - D the Industrial Revolution in New York

THE STORY

Main Idea:

WHO IS THIS STORY ABOUT?

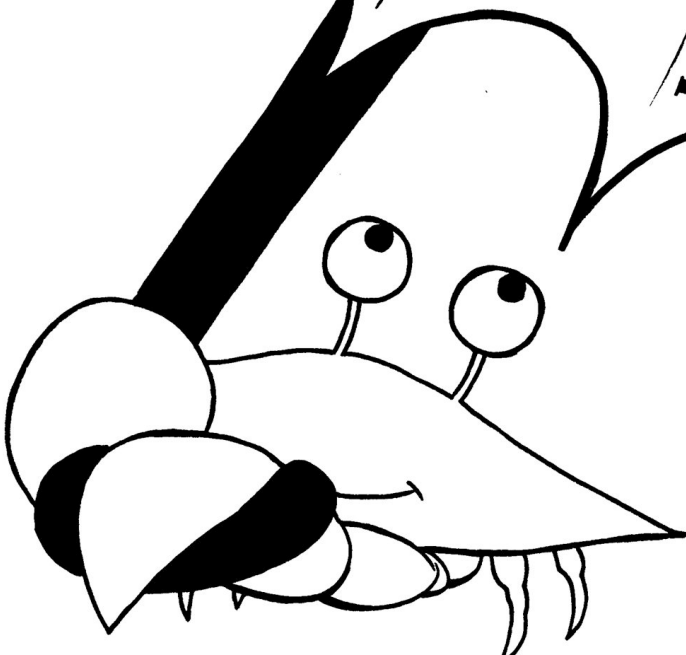
WHAT HAPPENS?

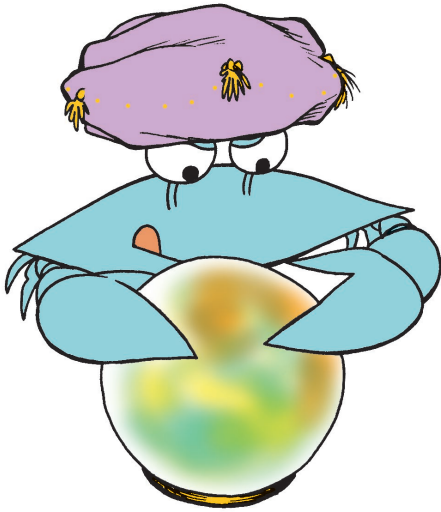
WHERE DOES IT HAPPEN?

WHEN DOES IT HAPPEN?

WHY DO THINGS HAPPEN?

ANY HIDDEN JOKES?





MAKE A CHESTER PREDICTION

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

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

WHAT DO YOU THINK WILL HAPPEN ON THE FOURTH PAGE?

HOW DO YOU THINK THE STORY ENDS?

WHAT REALLY HAPPENS ON THE SECOND PAGE?

WHAT REALLY HAPPENS ON THE THIRD PAGE?

WHAT REALLY HAPPENS ON THE FOURTH PAGE?

HOW DOES IT REALLY END?

ANSWERS TO QUESTIONS FOR LEWIS & CLARK

LEWIS & CLARK	NATIONAL ROAD	STEAMBOAT	ERIE CANAL
p. 9	p. 15	p. 21	p. 26
1. A	1. A	1. B	1. D
2. J	2. F	2. J	2. F
3. B	3. C	3. A	3. D
4. H	4. J	4. H	4. G
5. A	5. D	5. D	5. C
6. J	6. F	6. G	6. F
7. B	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

Chester artwork and selected activities © 1995-2007 The Daily Press, Inc. All rights reserved. Used by permission. Chester Comix LLC grants teachers permission to photocopy the activity pages in this book for classroom use, where specifically noted. No other part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to Chester Comix, PO Box 5653, Williamsburg, VA 23188.

Lewis & Clark Transportation Teacher's Guide Copyright © 2007 The Daily Press, Inc. Published by Chester Comix, LLC. All rights reserved. 1st Edition.
Produced in the United States of America.