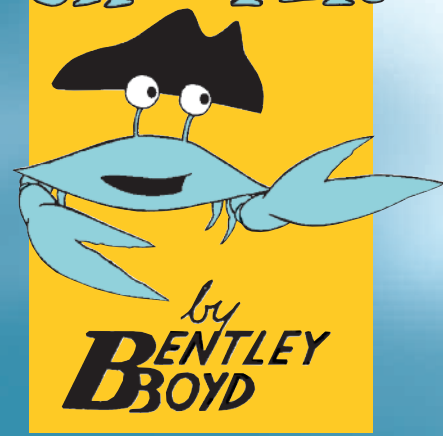


CHESTER

COMIX WITH CONTENT



SLAVERY'S STORM



Teacher's Guide

Teacher's Guide for

SLAVERY'S STORM

Chester's Comix With Content series



Dear Teacher:

Chester the Crab's "Slavery's Storm" comic book brings tested content terms to an elementary-grade reading level. Chester's colorful images and practical examples will help you teach more effectively and help your students learn and remember these hard concepts at test time.

Each Chester comic has several themed chapters, usually five pages long. These chapters can be easily used in small guided reading groups, in shared reading across a whole classroom, or for independent work. This teacher's guide is specific to "Slavery's Storm," with reading strategies, reproducible classroom activities, lists of additional resources, and NEW sample questions for student practice.

I hope you and your students enjoy Chester the Crab!

OBJECTIVES

After reading "Slavery's Storm" and performing the activities in this guide, students will be able to:

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

TABLE OF CONTENTS

- p. 1 How to use Chester Comix
- p. 3 **NAT TURNER'S REVOLT** reading strategies, activities, test
- p. 8 **THE MEXICAN WAR** reading strategies, activities, test
- p. 13 **DRED SCOTT'S CASE** reading strategies, activities, test
- p. 18 **JOHN BROWN'S RAID** reading strategies, activities, test
- p. 23 Details Umbrella
- p. 24 Predictions sheet
- back Question answers; other titles in this series

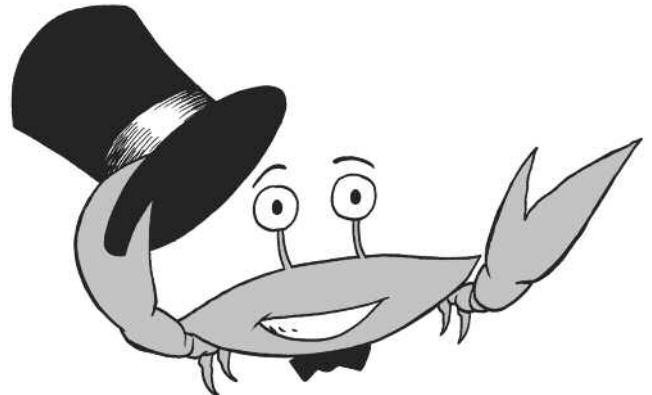
COMIX IN THE CLASSROOM

Comic books are a lively way to teach reading to both low-skill and high-skill readers. In an era of endless electronic stimulation, comics pull students back to the **printed word** and help them understand **sequence** -- how one event leads to another.

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	Noting details	Predicting outcomes
Sequencing	Author’s purpose	Fact vs. opinion
Vocabulary	Cause/Effect	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!



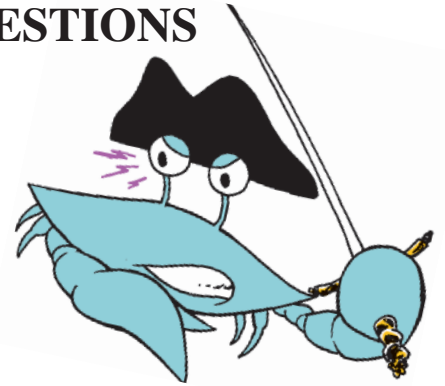
NAT TURNER'S REVOLT

READING STRATEGY SUGGESTIONS

SKILLS

Antonyms
Predicting Outcomes
Story Vocabulary

Main Idea
Noting Details



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

SAY: “This is a comic book narrated by Chester the Crab. It is about the arguments over slavery that led to

the Civil War. Do you know what kind of work slaves had to do?”

Take a picture walk through the first story in this comic, “Nat Turner’s Revolt,” to see what Chester is learning. **Point** to the parts of a comic: title, timeline, panels, word balloons, and characters.

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. Use color as a way to build memory by writing the proper nouns in a different color. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or **memory game**.)

Tell students on which page to find each word. Have students read the sentence that has a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

slave (p. 2) – person owned by another person for life as a piece of property, with no rights

indentured servant (p. 2) – person who agrees to work without pay for the person who paid their passage to America; at the end of their contract, indentured servants were freed

“Middle Passage” (p. 2) – nickname for harsh slave voyage from Africa to the Americas

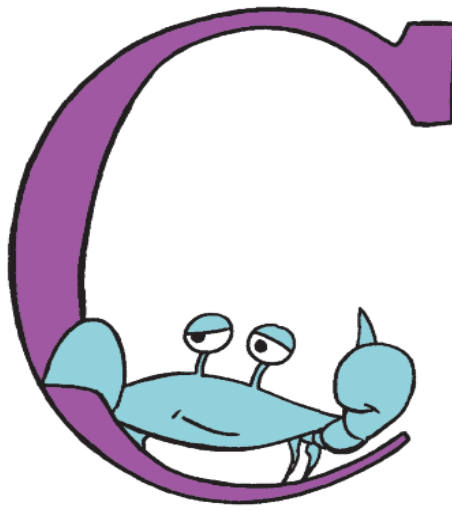
cotton gin (p. 3) – machine to separate seeds from cotton; increased want for slaves

rights (p. 3) – powers, liberties, or privileges a person owns by law or nature

revolution (p. 4) – overthrow of a government or social system

eclipse (p. 5) – event when one planetary body blocks another

abolitionist (p. 6) – one who fought to abolish (end) slavery in Southern states



3. WORD STUDY

➤ **Read** a page in the story. **Point** out the antonyms. **SAY**: “An antonym is a word meaning the opposite of another word. Can you find examples in Chester’s story?”

➤ **Point** to examples in this story: (p. 2) slave, free; (p. 3) teach, learn or dawn, dusk; (p. 4) old, young or first, last.

4. READ THE STORY FOR WRITING PROMPTS

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

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

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

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

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

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

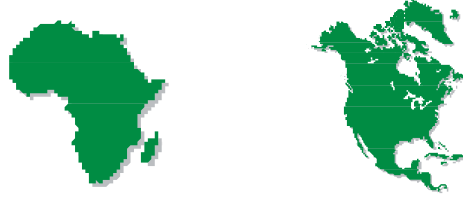
5. RESPOND/ASSESS

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

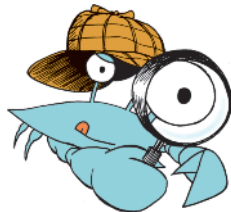
GEOGRAPHY ACTIVITY

ALL ABOUT AFRICA

Do some research about Africa. Compare and contrast it with our continent, North America. See if you can fill in the chart below.



Size (in square miles)		
Size rank among continents		
Number of countries		
Population		
Highest point		
Lowest point		
Largest river		
Largest lake		
Agricultural products		
Natural resources		



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ANSWERS:

Size	11.7 million sq. miles	9.4 million sq. miles
Size rank among continents	2nd	3rd
Number of countries	over 50	over 17
Population	648,000,000	365,000,000
Highest point	Kilimanjaro, Tanzania	Mt. McKinley, Alaska
Lowest point	Lake Assal, Djibouti	Death Valley, Calif.
Largest river	Nile	Mississippi
Largest lake	Victoria	Superior
Agricultural products	cocoa and peanuts	corn, cotton, meat, soybeans, tobacco, wheat
Natural resources	Rare, precious metals (especially diamonds)	Coal, iron ore, natural gas, petroleum, bauxite, copper, and silver

LANGUAGE ACTIVITY

BERRY INK

In order to organize a revolt, slaves had to communicate with one another. Slaves are believed to have communicated in code. Slaves generally didn't have access to ink that could be used to write notes to each other, so they had to create their own ink. Here's a way to make your own ink. Also, slaves are believed to have communicated in code. You and a friend can make up your own code.



BERRY INK MATERIALS

- ☞ Measuring cup and spoon
- ☞ 1 cup ripe berries (raspberries, strawberries, cranberries)
- ☞ Strainer
- ☞ Small jar with lid
- ☞ Spoon
- ☞ 1 tsp. vinegar
- ☞ 1 tsp. salt
- ☞ red or blue food coloring (optional)

DIRECTIONS:

1. Place a few berries into the strainer. Hold the strainer over the jar.
2. Use the back of the spoon to crush the berries so that the juice drips into the jar.
3. Empty the strainer. Continue crushing the berries a few at a time until they've all been squeezed into juice.
4. Add the vinegar and salt to the berry juice and stir until the salt dissolves.
5. If the ink is too pale, add a drop of red or blue food coloring.
6. Berry ink spoils quickly, so make only a little at a time. Keep the ink jar tightly covered and refrigerated when you're not using it.
7. Using a paintbrush, write a letter to a friend. You can invent a code and send secret messages.

NAT TURNER'S SIDE

Pretend that you are Nat Turner. Write a letter to the judge in Jerusalem, Va., before your hanging. Tell him why you felt you had to organize a revolt.



DID YOU KNOW?

Jerusalem, Va., was renamed in 1888. It is now the town of Courtland.

NAT TURNER'S REVOLT QUESTIONS

- 1. What is a term that can be used to describe Chester's story about Nat Turner?**
 - A folktale
 - B report
 - C biography
 - D autobiography
- 2. Indentured servants are —**
 - F people who must work for an owner for their whole lives
 - G children who learn a skill by working for an adult craftsman
 - H people who agree to work for someone for seven years
 - J people who are owned for life by other people
- 3. Nat Turner was born in —**
 - A Africa
 - B Virginia
 - C Maryland
 - D North Carolina
- 4. "Let not your eye spare, neither have ye pity." In this sentence from the story, which word has the same vowel sound as spare?**
 - F pear
 - G pray
 - H peel
 - J pleat
- 5. "For weeks the whites cannot find the leader of the slave revolt!" Which word below has the same meaning as the word "revolt?"**
 - A return
 - B retreat
 - C review
 - D rebellion
- 6. In what publication would you **LIKELY** find more information about Nat Turner?**
 - F Reader's Digest
 - G Virginia Biography
 - H *The Daily Press*
 - J Disney Adventures

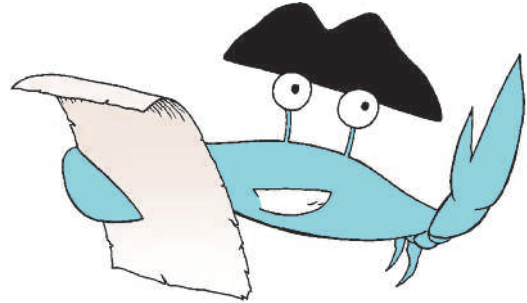


THE MEXICAN WAR

READING STRATEGY SUGGESTIONS

SKILLS

Contractions Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

SAY: “This is a comic book narrated by Chester the Crab. It is about the arguments about slavery that led to

the American Civil War. One fight was in Texas. What do you know about Texas?”

Take a picture walk through the second story, “The Mexican War,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. Use color as a device to build memory by writing the proper nouns in a different color. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or **memory game**.)

Tell students on which page to find each word. Have students read the sentence that has a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

settlers (p. 8) – people who make new communities in a distant land

slavery (p. 8) – system in which people are owned as a piece of property for life

Alamo (p. 8) – Texas building defended to the last man by American settlers in 1836

Davy Crockett (p. 8) – American frontiersman who served in Congress; died at Alamo

annexation (p. 9) – the act of attaching a state or area to a larger governmental area

Manifest Destiny (p. 9) – idea that the United States had a mission from God to expand across North America

border (p. 10) – boundary or edge of a nation or official territory

(VOCABULARY, continued from previous page)

volunteer (p. 10) – person who chooses to participate in a particular activity

treaty (p. 12) – agreement between nations or groups to create or restrict rights and responsibilities

Mexican Cession (p. 12) – grant of land in American Southwest from Mexico to the United States after the Mexican War



3. WORD STUDY

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

Point to examples in the story: (p. 8) can’t; (p. 10) don’t, it’s, I’ll.

4. READ THE STORY FOR WRITING PROMPTS

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

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

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

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

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

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

5. RESPOND/ASSESS

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

HISTORY ACTIVITY

LATITUDES AND ATTITUDES



As the population expanded farther west, the question of whether the new territory should allow slavery was hotly debated. The Missouri Compromise of 1820 provided that Missouri could enter the union as a “slave state,” Maine could enter the union as a “free state,” and no more “slave states” could go north of latitude 36°30’. Much of the Texas territory falls below the latitude line in the Missouri Compromise.

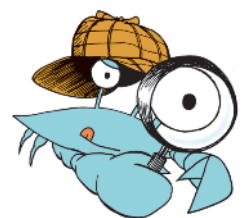
Using book or Internet resources, identify which states were part of the United States in 1820.

Make a key and color each area of your map showing free states and slave states.

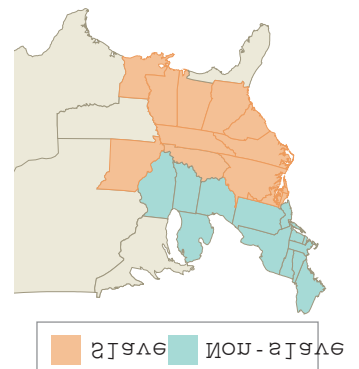


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ANSWER:





GEOGRAPHY ACTIVITY

CUT IT OUT

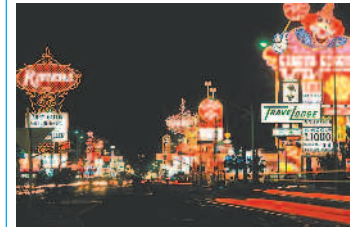
Find a current map of the United States. Compare that map to the one in Chester's story showing the Mexican Cession. What states were carved from the area of the Mexican Cession?



The Grand Canyon, left, and Las Vegas, below, are on land that was part of the Mexican Cession.

POP-UP

What does “**cession**” mean? What other words could have been used to describe the Mexican Cession?



LEARN MORE

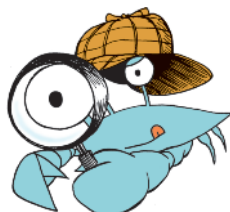
Check out these books from your school or public library:

- “The Mexican-American War” by Don Nardo. Ages 9-12.
- “Hispanic America, Texas, and the Mexican War: 1835-1850” by Christopher Collier. Ages 12 and up.
- “A Line in the Sand: The Alamo Diary of Lucinda Lawrence (Dear America Series)” by Sherry Garland. Ages 9-12.
- “In the Shadow of the Alamo” by Sherry Garland. Ages 9-12.
- “I Remember the Alamo” by D. Anne Love. Ages 9-12.
- “Mexico” by Anne Heinrichs. Ages 9-12.
- “Let's Go Traveling in Mexico: There's So Much to Do in Mexico!” by Robin Krupp. Ages 5-8.

All of Utah, California, Nevada and parts of Colorado, New Mexico, Arizona and Wyoming. **Pop up:** Cession is a ceding or surrendering, as of

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territory, to another country by treaty. Other words could be: surrender, hand over, give up, deliver, relinquish, give away.

ANSWERS:

THE MEXICAN WAR QUESTIONS

- 1. What part of Chester’s story could NOT really happen?**
 - A Jefferson Davis’ horse leaping over a wall
 - B Steve Austin talking on a television
 - C American soldiers wading through a lake
 - D American ships firing cannons into a walled city
- 2. Which of these words from the story is NOT an adjective?**
 - F hemisphere
 - G unjust
 - H ancient
 - J strongest
- 3. After the war, Mexico gives land to the United States that is called the —**
 - A Treaty of 1847
 - B Mexican Purchase
 - C Mexican Cession
 - D Mexican Grant
- 4. “The American scouting party is wiped out in April of 1846.” Which word below has the same meaning as the word “scouting?”**
 - F searching
 - G camping
 - H wandering
 - J attacking
- 5. Which of the following was an American politician NOT mentioned in Chester’s story?**
 - A Abraham Lincoln
 - B Jefferson Davis
 - C Henry Clay
 - D James Polk
- 6. What is this story MAINLY about?**
 - F Battle tactics of Mexican general Santa Anna
 - G The way America fought to control Texas
 - H Policies of President James Polk
 - J The death of Davy Crockett

CHAPTER
3

DRED SCOTT'S CASE

READING STRATEGY SUGGESTIONS

SKILLS

Similes
Predicting Outcomes
Story Vocabulary

Main Idea
Noting Details



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

SAY: “This is a comic book narrated by Chester the Crab. It is about the arguments about slavery that led to America’s Civil War. One fight was

about a slave named Dred Scott who lived on the Mississippi River. What do you know about the Mississippi?”

Take a picture walk through the third story, “Dred Scott’s Case,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. Use color as a device to build memory by writing the proper nouns with a different color. (These words and their definitions can also be written on separate cards and later placed face down on a table for students to play a matching or **memory game**.)

Tell students on which page to find each word. Have students read the sentence that has a vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

slave (p. 14) – one who is owned as a piece of property for life, with no rights

Missouri Compromise (p. 14) – 1820 agreement in United States Congress that no new states north of the latitude 36° 30’ would have legalized slavery

Mississippi River (p. 14) – largest North American river, running south to Gulf of Mexico

secede (p. 15) – to separate from or leave an organized government

Mexican Cession (p. 15) – grant of land in American Southwest from Mexico to the United States after the Mexican War

appeal (p. 15) – attempt to retry a court case at a higher level in the judicial branch

federal (p. 16) – union of states in which

(VOCABULARY, continued from previous page)

Kansas-Nebraska Act (p. 16) – rule that people in each state could decide if they wanted to have legalized slavery in their state; also known as “popular sovereignty.”

“Bleeding Kansas” (p. 16) – nickname for fight in Kansas over vote to legalize slavery

Supreme Court (p. 17) – highest law court in the judicial branch of U.S. government

separation of powers (p. 17) – basic principle of American government that says three branches will each have certain powers that balance each other

citizen (p. 17) – a member of a nation or community, with full legal rights

3. WORD STUDY

☞ **Read** a page in the story. Point out the **similes**. **SAY:** “A simile is a phrase that makes a comparison using the words ‘like’ or ‘as.’ Can you find some in the story?”

☞ **Point** to examples in the story: (p. 16) “like the air and the water I touch”; (p. 17) “like a wagon or a shovel.”

4. READ THE STORY FOR WRITING PROMPTS

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

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

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

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

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

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

5. RESPOND/ASSESS

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

HOW TO SAY IT

There are four types of sentences and each kind has its own special punctuation and use.

Declarative: These sentences are statements and end in periods. Example: The case of slave Dred Scott is argued at the United States Supreme Court in 1856.

Interrogative: These sentences ask questions and end in a question mark. Example: How was Dred Scott's case debated?

Imperative: These sentences are orders and end in a period or an exclamation point, depending on the feeling. Example: Just wipe out the old Missouri Compromise!

Exclamatory: These sentences show strong feelings and end in an exclamation point. Example: He has no voting rights and no right to be in court!

Classify these sentences by putting them in the correct thought bubble.

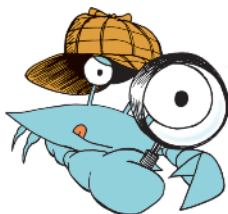
1. Did you do anything fun this past weekend?
2. I love pizza!
3. The weather forecast calls for rain.
4. Turn off the television.

A) Declarative

B) Interrogative

C) Imperative

D) Exclamatory



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ANSWERS:

- 4. C
- 3. A
- 2. D
- 1. B

MATH ACTIVITY

POPULATION SITUATION

Here are the 2000 census numbers for the population of some cities located along the Mississippi River.

City	Population
Helena, Ark.	6,323
Minneapolis, Minn.	382,618
New Orleans, La.	484,674
Omaha, Neb.	390,007
Prairie du Chien, Wisc.	6,018
Sioux City, Iowa	85,013
St. Louis, Mo.	348,189
Vicksburg, Miss.	26,407

TERMS TO KNOW

mean — the numerical average of the data set.

median — the middle value of a data set in ranked order.

mode — the piece of data that occurs most frequently. If no value occurs more often than any other, there is no mode.

range — the difference between the greatest and least values in a set of data.



Dred Scott

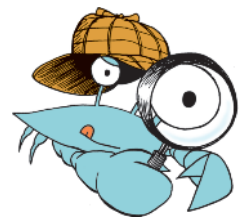
1. What is the range of populations?
2. What is the mean of the populations?
3. What is the median population? (Note: If there were an odd number of cities, you'd take the middle value in ranked order. Since there are an even number of cities in this data set, the median is the average of the two middle values.)
4. Does this set of populations have a mode?

LEARN MORE

Dred Scott's Fight For Freedom
www.pbs.org/wgbh/aia/part4/4p2932.html

Dred Scott Chronology
library.wustl.edu/vlib/dredscott/chronology.html

The Dred Scott Decision
www.nps.gov/jeff/ocv-dscott.htm



ANSWERS:

TEACHERS!

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

4. No
3. 216,601
2. 216,156
1. 6,018-484,674

DRED SCOTT'S CASE QUESTIONS

- _____ are protections and privileges given to United States citizens.
 - rights
 - responsibilities
 - government resources
 - jury trials
- Dred Scott lived in all these areas EXCEPT —
 - Kansas
 - Virginia
 - Missouri
 - Illinois
- Which of the following is NOT a slavery compromise?
 - The Missouri Compromise
 - The Kansas-Nebraska Act
 - The Compromise of 1850
 - The Mexican Compromise
- “This land cannot endure this way, half-slave and half-free.” Which word means the same as “endure?”
 - energize
 - end
 - continue
 - compromise
- If Chester says, “I am as hungry as an ox,” he is using —
 - a contraction
 - a simile
 - a homonym
 - an interjection
- What is this story MAINLY about?
 - legal ideas in the Constitution
 - Justice Taney’s friends on the Supreme Court
 - Dred Scott’s travels on the Mississippi River
 - Dred Scott’s legal battles to win his freedom



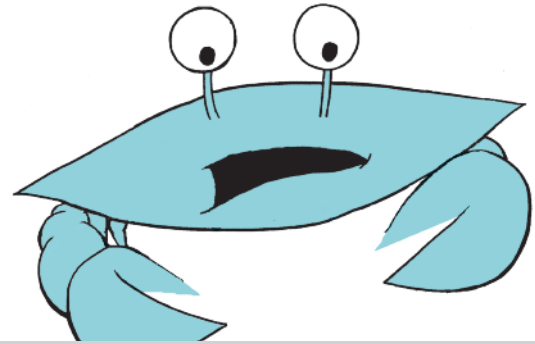
JOHN BROWN'S RAID

READING STRATEGY SUGGESTIONS

SKILLS

Suffixes
Predicting Outcomes
Story Vocabulary

Main Idea
Noting Details



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

SAY: “This is a comic book narrated by Chester the Crab. It is about the arguments about slavery that led to

America’s Civil War. One person in this debate was abolitionist John Brown.”

Take a picture walk through the fourth story, “John Brown’s Raid,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. Use color to build memory by writing the proper nouns in a different color. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or **memory game**.)

Tell students on which page to find 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)

segregation (p. 20) – keeping people of different races, religions, or groups separate

plantation (p. 20) – large Southern farm made profitable by using free labor of slaves

Underground Railroad (p. 21) – unofficial system of abolitionists that led runaway slaves to freedom in the northern United States or Canada

compromise (p. 21) – an agreement reached when each side gives up some demands

Frederick Douglass (p. 21) – slave who escaped to become abolitionist speaker

abolitionist (p. 21) – one who promoted the immediate end of all slavery in America

“Bleeding Kansas” (p. 22) – nickname for fight over vote to legalize slavery in Kansas

(VOCABULARY, continued from previous page)


Kansas-Nebraska Act (p. 22) – rule that people in each state could decide if they wanted to have legalized slavery in their state; also known as “popular sovereignty”


federal (p. 23) – union of states in which each member works under a central authority

Robert E. Lee (p. 24) – Virginian who commanded Confederate army in the Civil War


civilian (p. 24) – a person not in military service


3. WORD STUDY


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


 **Point** to examples in the story: (p. 20) separation, Southern; (p. 21) abolitionist, freedom, natural; (p. 23) conductor; (p. 24) golden, Northerner.


4. READ THE STORY FOR WRITING PROMPTS


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

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

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

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

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

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

5. RESPOND/ASSESS

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

VIEWS ON JOHN BROWN

Here is what some people said or wrote about John Brown. Read these comments and discuss why these people saw Brown the way they did. Write a paragraph describing your view of John Brown.



ABOLITIONIST AND FORMER SLAVE FREDERICK DOUGLASS

“Did John Brown fail? John Brown began the war that ended American slavery and made this a free Republic. His zeal in the cause of my race was far greater than mine. I could live for the slave, but he could die for him ...”

MAHALA DOYLE, WHOSE HUSBAND WAS KILLED IN KANSAS

“Altho’ vengeance is not mine, I confess that I do feel gratified to hear that you were stopped in your fiendish career at Harper’s Ferry, with the loss of your two sons, you can now appreciate my distress in Kansas, when you then and there entered my house at midnight and arrested my husband and two boys, and took them out of the yard and in cold blood shot them dead in my hearing. You can’t say you done it to free slaves. We had none and never expected to own one.”

ABRAHAM LINCOLN

“Old Brown has just been executed. We cannot object even though he agreed with us in thinking slavery wrong. That cannot excuse violence, bloodshed, and treason.”



WRITER HENRY DAVID THOREAU



“I am here to plead his cause with you. I plead not for his life, but for his character — his immortal life; and so it becomes your cause wholly, and is not his in the least. Some eighteen hundred years ago Christ was crucified; this morning, perchance, Captain Brown was hung. These are the two ends of a chain which is not without its links. He is not Old Brown any longer; his is an angel of light.”

RICHMOND “WHIG” NEWSPAPER EDITORIAL

“Though it convert the whole Northern people, without an exception, into furious, armed abolition invaders, yet old Brown will be hung! That is the stern and irreversible decree, not only of the authorities of Virginia, but of the PEOPLE of Virginia, without a dissenting voice. And, therefore, Virginia, and the people of Virginia, will treat with the contempt they deserve, all the craven appeals of Northern men in behalf of old Brown’s pardon. The miserable old traitor and murderer belongs to the gallows, and the gallows will have its own.”

— Quotes from PBS’s “The American Experience: John Brown’s Holy War.”

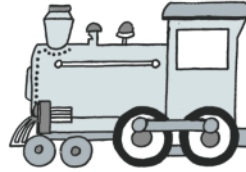
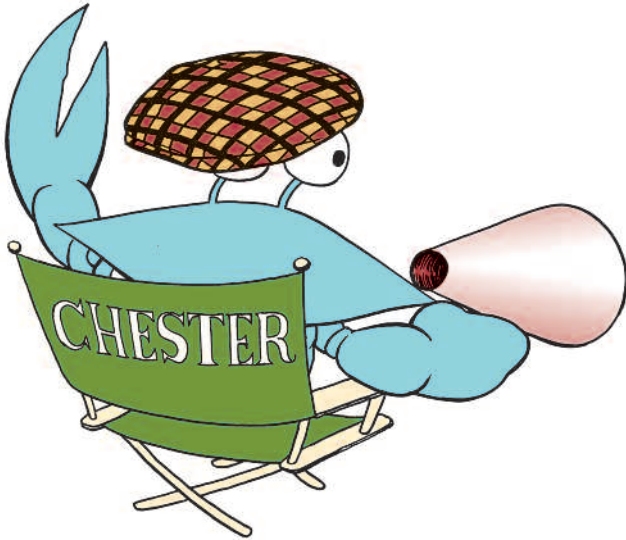
For more information, see

www.pbs.org/wgbh/amex/brown/index.html

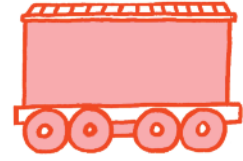
HISTORY ACTIVITY

TRAIN OF EVENTS

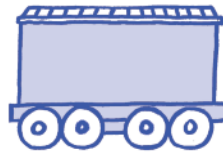
Here are several events that led to the secession of the Southern states and the Civil War. Can you describe each event and number them in chronological order (from earliest event to last)?



Missouri Compromise



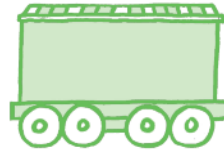
Dred Scott Decision



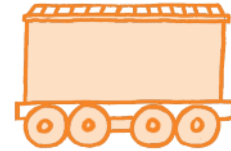
John Brown's rebellion



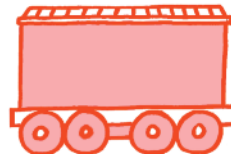
Election of 1860



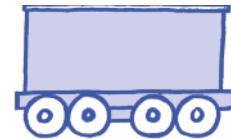
Nat Turner slave uprising



Kansas-Nebraska Act



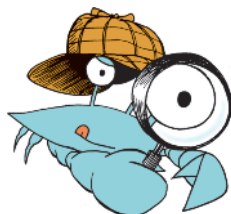
Compromise of 1850



"Uncle Tom's Cabin" published

TEACHERS!

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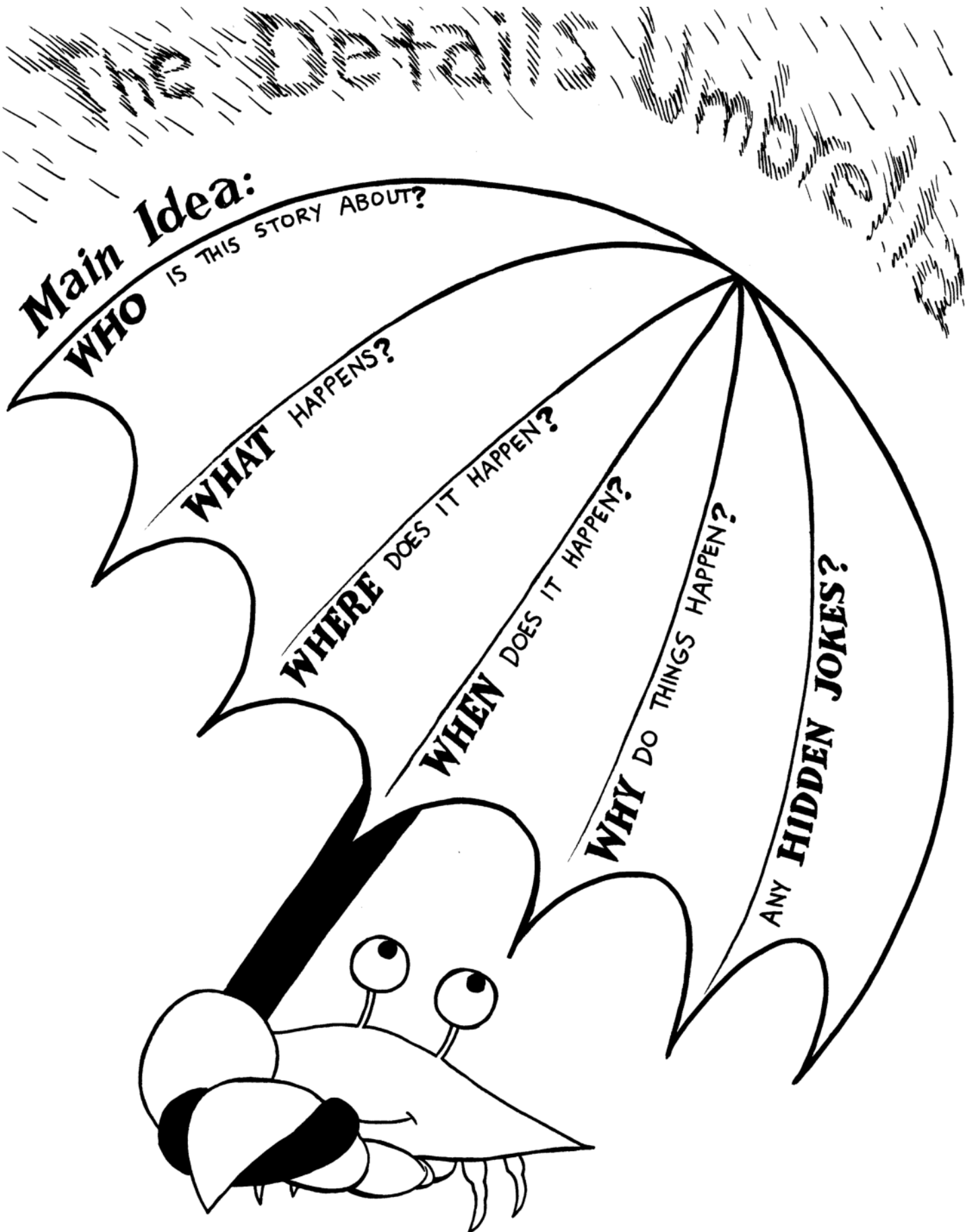
ANSWERS:

1854: Kansas-Nebraska Act.
 People in these territories would decide the slavery issue.
 1857: Dred Scott Decision.
 Supreme Court decision that upholds slavery.
 1859: John Brown's violent rebellions brought national attention to the abolitionist movement.
 1860: Election. Lincoln opposed the spread of slavery.

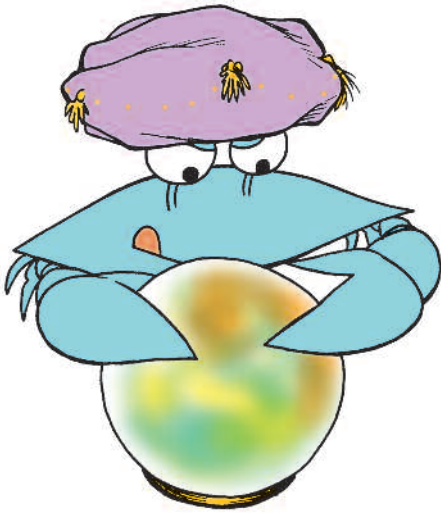
1820: Missouri Compromise.
 Allowed Missouri into the U.S. as a slave state and Maine in as a free state.
 1831: Nat Turner slave uprising. Slave in Southampton County, Virginia, led fellow slaves on a violent uprising.
 1850: Compromise of 1850.
 California was a free state; Southwest territories would decide the issue.
 1852: Uncle Tom's Cabin published. This popular novel attacked the institution of slavery.

JOHN BROWN QUESTIONS

- 1. An abolitionist is one who —**
 - A wants compromise between slave states and free states
 - B favors the plantation system
 - C raises money to send slaves back to Africa
 - D wants to end slavery
- 2. “Do unto others as ye would have others do to you.” Which word has the same vowel sound as the word ye?**
 - F yes
 - G three
 - H him
 - J high
- 3. John Brown lived in all of the following states EXCEPT —**
 - A Virginia
 - B Maryland
 - C Ohio
 - D Kansas
- 4. “Pro-slavery ‘border ruffians’ from Missouri are stealing this election!” Which word means the same as “election?”**
 - F settlement
 - G declaration
 - H vote
 - J elevation
- 5. What was the nickname for the fight over slavery in the Kansas area?**
 - A “Terrible Kansas”
 - B “Bleeding Kansas”
 - C “Carry On, My Wayward Son”
 - D “The Kansas Compromise”
- 6. What is this story MAINLY about?**
 - F Famous American abolitionists
 - G John Brown’s debate with Frederick Douglass
 - H The fight at Harper’s Ferry
 - J The anti-slavery efforts of John Brown



Slavery's Storm, Chester Comix. Teachers have permission to photocopy this page for classroom use only.



MAKE A CHESTER PREDICTION

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

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

WHAT DO YOU THINK WILL HAPPEN ON THE FOURTH PAGE?

HOW DO YOU THINK THE STORY ENDS?

WHAT REALLY HAPPENS ON THE SECOND PAGE?

WHAT REALLY HAPPENS ON THE THIRD PAGE?

WHAT REALLY HAPPENS ON THE FOURTH PAGE?

HOW DOES IT REALLY END?

ANSWERS TO SAMPLE QUESTIONS FOR SLAVERY'S STORM

NAT TURNER

p. 7

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

MEXICAN WAR

p. 12

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

DRED SCOTT

p. 17

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

JOHN BROWN

p. 22

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

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

Revolutionary Rumbblings

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

Go West, Young Crab

Gold Rush Hour
Oregon Trail
Transcontinental Rails
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Pueblo Revolt
Pocahontas

Wonder Women

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Harriet Tubman
Susan Anthony
Helen Keller

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Jackie Robinson
Rosa Parks
Martin Luther King Jr.
Thurgood Marshall

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Columbus
John Cabot/ 5
French in Canada
Spanish in Florida

Constitution Construction

Locke's Ideas
Zenger's Free Press
Religious Freedom
Constitution



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