

# TAR HEEL TALES

*“Tar Heel”  
soldiers of  
the Civil War*

*James Polk*

*Wilbur and  
Orville  
Wright*

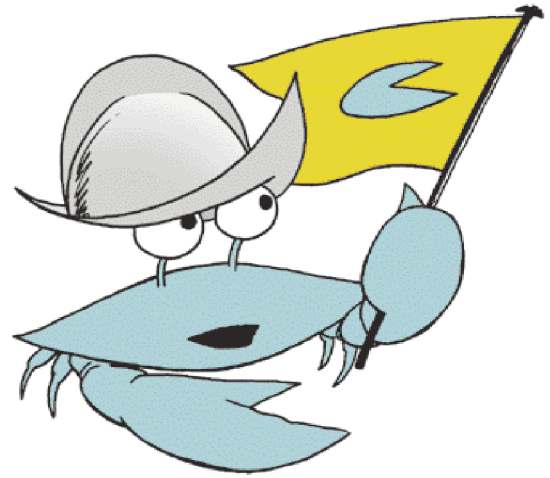
*Virginia  
Dare*

**Teacher's Guide**

Teacher's Guide for  
**TAR HEEL  
TALES**

Chester's Comix With Content series

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Dear Teacher:

Chester the Crab's "Tar Heel Tales" 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. 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 "Tar Heel Tales," 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 "Tar Heel Tales" and performing the activities in this guide, students will be able to:

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

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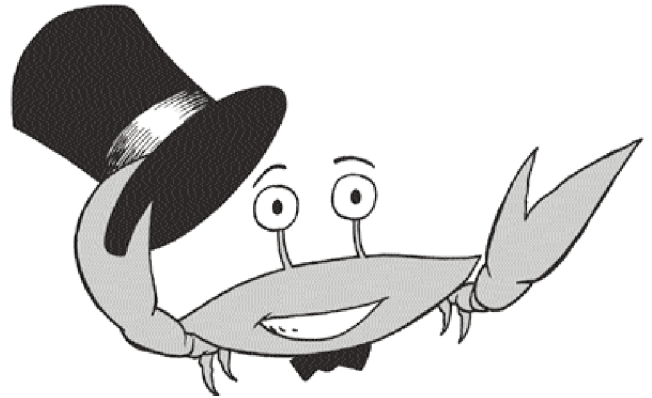
# COMIX IN THE CLASSROOM

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!



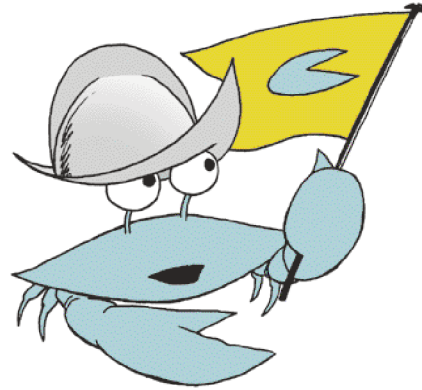
# COLONIAL CAROLINA

## 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 North Carolina. Do you know who were some

of the first people to live in North Carolina?”

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

## 2. INTRODUCE THE STORY VOCABULARY

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

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

### VOCABULARY DEFINITIONS (in order of appearance)

**Queen Elizabeth** (p. 4) – long-serving English monarch who warred with Spain

**Walter Raleigh** (p. 4) – English military commander, favored courtier of Queen Elizabeth

**longhouses** (p. 5) – homes of Carolina natives; made from wood and grasses

**Francis Drake** (p. 6) – most famous English sailor of Elizabethan Age; sailed around globe

**Virginia Dare** (p. 7) – first child of English parents to be born in a North American colony

**Jamestown** (p. 8) – first permanent English colony in North America: in Virginia in 1607

**region** (p. 9) – an area that shares similar landscape, weather, and population

**natural resource** (p. 9) – things found in nature, such as water, wood, air, very small rocks

**port** (p. 9) – city by an ocean or river, with a harbor good for holding and unloading ships

(VOCABULARY, continued from previous page )

**slave** (p. 9) – person owned as a piece of property for their whole life, with no rights

**plantation** (p. 9) – large farm in Southern climate, usually worked by slave labor

**legislature** (p. 10) – a group of people elected to make laws for a larger group of people

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

**Continental Congress** (p.11) – meeting of delegates from all 13 American colonies; discussed problems with Britain in 1774, voted for independence in 1776, and led the war

### 3. WORD STUDY

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☞ **Read** a page in the story. **Point** out the words with **suffixes** in the story. **SAY:** “Some words have a word part added to their beginning (a **prefix**) or ending (a **suffix**). The main word is the **root word**. Can you find some suffixes among the words of this story?”

☞ **Point** to some examples in the story: (p. 2) successful, settlement, leader. For ‘leader’ **SAY:** “Adding ‘-er’ or ‘-or’ to a word makes a noun that describes what

someone does. Which suffixes make a noun about a job? Can you tell what the job does by looking at the root word?”

(p. 5) settler, governor (p. 6) famous, raider, Spanish, English, later, quitters

(p. 7) colonists, dangerous (p.8) invaders

(p. 9) natural, Southern, farmers, sailors

(p. 10) population, legislatures, expensive, navigation, colonial, taxation, representation

(p. 11) latest, British, Bostonians, American, bravery, freedom, Continental, official

### 4. READ THE STORY FOR WRITING PROMPTS

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

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

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

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

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

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

### 5. RESPOND/ASSESS

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

## HISTORY ACTIVITY





# FORT FUN

Settlers established forts for protection from attacks by animals, other countries trying to establish colonies, and the native people. Forts were created of materials that were found in the area in which the settlement was founded.

Some forts were made of timber, such as the one at Jamestown. Some were made of stone, like the coquina fort of St. Augustine in Florida.

Create a model of an early fort. Remember that forts were built for protection, so create yours with the settlers' safety in mind.

### MATERIALS

-  sticks of various sizes and thickness.
-  glue
-  foam or cardboard square
-  black marker



### DIRECTIONS

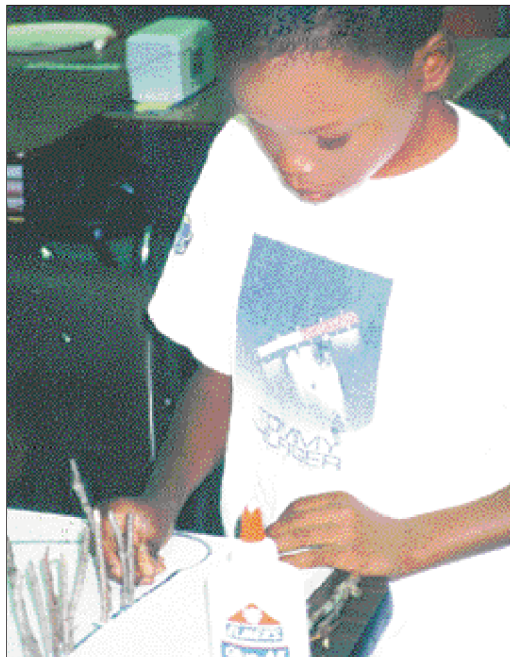
On the foam, use a marker to draw the outline of the shape of the fort you would like to create. Push the sticks into the foam close together to create a solid wall. Glue around the sticks to secure (or anchor) them in place. Continue this until the walls of the fort are complete. Once the walls are complete, make buildings that would be found in the fort and place them inside your model.

### VARIATIONS

Instead of sticks and twigs, use sugar cubes to represent stone or craft sticks for boards.

Which type of fort would have been the safest?

Which fort would have stood up to attacks, weather, and animals the best?



# LEGEND OF THE FALL

Virginia Dare, the first English child born in the New World, is said to have been raised by a powerful medicine man of the Croatan Indians. Because he could not marry the beautiful girl himself, he cast a spell turning her into a white doe. Two Indians hunted her — one out of love and one out of hate. After being chased through the woods on Roanoke Island, the white doe was shot in the heart at the same moment by two special arrows — a mother-of-pearl one meant to save and a silver one meant to kill. As soon as the arrows pierced her, the white doe returned to her human form and whispered her name before dying. Virginia Dare was never seen again, but even today some claim to have caught fleeting glimpses of a white doe running through the woods.



## THINK ABOUT IT

Do you think this story could be true? Why or why not?

1. What is a legend?

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2. Who else is the topic of a famous American legend?

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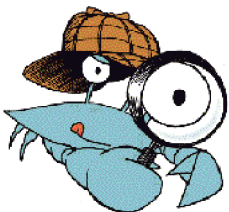
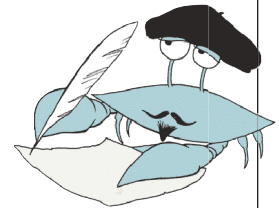


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3. Write a legend to explain another theory about what happened to the Lost Colony. Share the story with your class or family.



### TEACHERS!

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

Answers :

Molly Pitcher, Jesse James, Casey Jones, Johnny Applesseed, John Henry, Betsy Ross, etc.

1. Legend is an unverified story handed down from earlier times, believed by many to be true. 2. Other legends include Davy Crockett, Daniel Boone, Paul Bunyan, Shoeless Joe Jackson,



# COLONIAL CAROLINA QUESTIONS

1. Which word from the Lost Colony story has three syllables?
  - A Spanish
  - B maker
  - C colonist
  - D settler
2. Which one of these is *not* a common suffix?
  - F -or
  - G -im
  - H -ful
  - J -er
3. Which of the following best describes the impact of British taxation on the colony of North Carolina?
  - A It hurt people working on farms.
  - B It made people save their money.
  - C It angered and worried merchants in the port cities.
  - D It made colonists proud to be subjects of King George III.
4. \_\_\_\_\_ was the first English child born in North America.
  - F Carolina Smith
  - G Roanoke White
  - H Piedmont Raleigh
  - J Virginia Dare
5. “The colonists started for Croatoan Island but were killed by Indians first.” Which word below has the same meaning as the word “colonists?”
  - A leaders
  - B pioneers
  - C reporters
  - D families
6. What is this story *mainly* about?
  - F North Carolinians and Virginians working together
  - G Englishmen who traveled the world.
  - H The woman who rebelled against the king.
  - J The growth of North Carolina as an English colony.

## CHAPTER 2

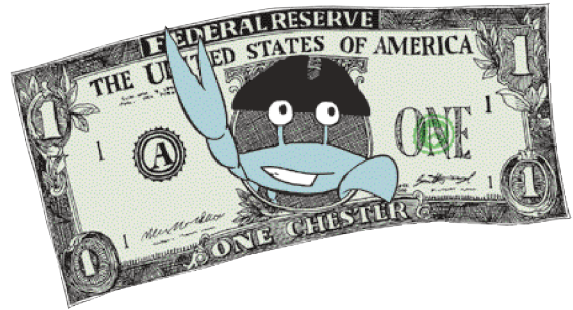
# CAROLINA IN THE 1800's

## READING STRATEGY SUGGESTIONS

### SKILLS

Prepositions  
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 North Carolina. Three people from North Carolina became president of the United

States in the 1800s. Can you think of some famous people from North Carolina today?”

➤ **Take** a picture walk through the second story, “Carolina in the 1800s,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

## 2. INTRODUCE THE STORY VOCABULARY

➤ **Write** the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

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

### VOCABULARY DEFINITIONS (in order of appearance)

**latitude** (p. 13) – imaginary lines on a globe drawn parallel to the Equator

**Manifest Destiny** (p. 13) – belief that God meant for the United States to expand across the North American continent, from Atlantic Ocean to Pacific Ocean

**Confederate** (p. 14) – one of the Southern states that tried to secede from the United States in 1860-61, leading to the Civil War

**cavalry** (p. 14) – soldiers who ride horses; often sent to scout for enemy forces

**representative** (p. 15) – person elected by others to make votes and decisions for them

**veto** (p. 15) – an executive’s cancellation of a legislature’s bill

**reconstruct** (p. 15) – name given to efforts to reunite the United States after the Civil War

**rights** (p. 15) – powers, liberties, or privileges a person owns by law or nature

(VOCABULARY, *continued from previous page*)

**poll taxes** (p. 15) – money people had to pay to vote; now illegal in the United States  
**citizenship** (p. 15) – being a member of a nation by birth or naturalization and having the full civil rights guaranteed by that nation  
**textiles** (p. 16) – anything made with fibers, such as cloth clothing, curtains, rugs, etc.  
**debt** (p. 16) – the amount of money someone owes to someone else

### 3. WORD STUDY

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☞ **Read** a page in the story. **Point** out the **prepositions** in the story. **SAY:** “**A preposition is a word that connects a noun or pronoun to another word and shows how they relate to each other. It often describes place or time. Can you find some in the story? What relationship do they show?**”

☞ **POINT** to some examples in the story: (p. 13) after 177 days, on the trail, to our new land, with a roof, since 1818, to the

latitude 54-40', with the U.S., at the Columbia River, for more land, from Atlantic Ocean to Pacific Ocean, at the latitude 49, in 1846, in 1859 (p. 14) from Richmond, in April 1865, with General Joseph Johnston, in North Carolina, from Lynchburg, on trains, at Appomattox, of Lee's men, to Union General Ulysses S. Grant, later that day, in a house, by Wilmer McLean, of Manassas, in my front yard, from the war, in Georgia, in May

### 4. READ THE STORY FOR WRITING PROMPTS

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

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

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

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

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

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

### 5. RESPOND/ASSESS

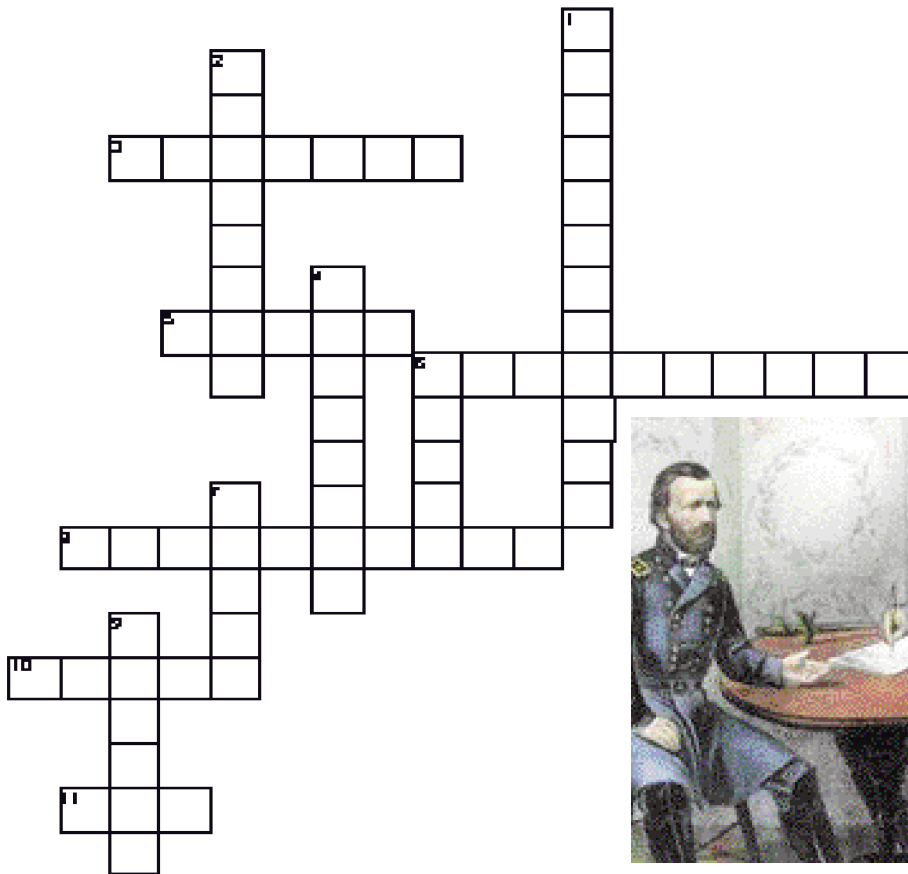
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After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 12 of this guide.

## LANGUAGE ACTIVITY

# CROSSED SWORDS

Complete the puzzle using the clues provided.



### Across:

3. President elected in 1860 who hoped to hold the nation together.
5. President of the Confederate states.
6. This battle was the turning point of the war.
8. This is the site where Lee surrendered to Grant.
10. The Confederate states were in this region.
11. This general led the Confederate army.

### Down:

1. This proclamation made "freeing the slaves" the new focus of the war.
2. This battle is also known as the Battle of Bull Run.
4. This war divided the United States.
6. This general led the Union army.
7. The Union states were in this region.
9. The firing on this fort began the Civil War.

### Word List:

APPOMATTOX  
CIVILWAR  
DAVIS  
EMANCIPATION  
GETTYSBURG

GRANT  
LEE  
LINCOLN  
MANASSAS  
NORTH  
SOUTH  
SUMTER

# WRITE YOUR OWN ENDING

Use your own imagination and writing skills to tell what happens to the Tar Heel boys.

CHESTER THE CRAB 1836 BATTLE OF ALAMO 1850 CALIFORNIA STATEHOOD 1859 JOHN BROWN RAID 1865

## WHERE DID R.E. LEE SURRENDER?

GENERAL ROBERT E. LEE IS PUSHING HIS TIRED CONFEDERATE ARMY WEST FROM RICHMOND IN APRIL 1865.



Meanwhile... CONFEDERATE PRESIDENT JEFFERSON DAVIS



## CAROLINA IN THE 1800s QUESTIONS

- \_\_\_\_\_ are powers, liberties, or privileges a person owns by law or nature.
  - Representation
  - organization
  - interdependence
  - Rights
- All of the following are prepositional phrases *except* —
  - to decide
  - from Richmond
  - in a house
  - after four bitter years
- Believing that the United States should take Oregon land from Great Britain is an example of —
  - representation
  - Manifest Destiny
  - fear
  - economic interdependence
- “Mills hire workers from Piedmont farm families that are tired of their endless cycle of crop debt.” Which phrase below has the same meaning as “debt?”
  - opportunity cost
  - cheap products
  - supply and demand
  - amount owed
- Laws which forced black people to pay before they could vote were called —
  - exit polls
  - poll taxes
  - St. Luke laws
  - citizenship laws
- One product that helped North Carolina recover from the Civil War was —
  - candy
  - steel
  - textiles
  - gold



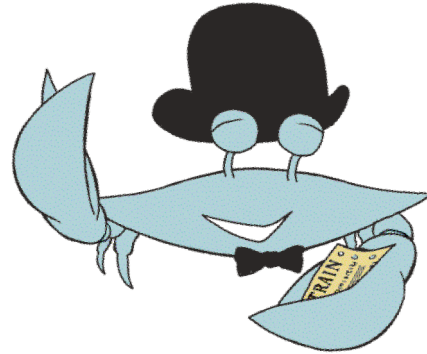
# KNOW YOUR WRIGHTS

## READING STRATEGY SUGGESTIONS

### SKILLS

Contractions  
Predicting Outcomes  
Story Vocabulary

Main Idea  
Noting Details



## 1. INTRODUCE THE STORY

➤ **Read** the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. 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 famous people in North Carolina, such as the**

**Wright brothers. What interesting thing has your brother or sister done?”**

➤ **Take** a picture walk through the third story, “Know Your Wrights,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

## 2. INTRODUCE THE STORY VOCABULARY

➤ **Write** the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

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

### VOCABULARY DEFINITIONS (in order of appearance)

**glider** (p. 18) – an engineless aircraft that floats on wind currents

**aileron** (p. 18) – a hinged section at the trailing edge of an airplane wing, used to control the aircraft’s rolling motion

**measures** (p. 19) – ways to examine and compare amounts

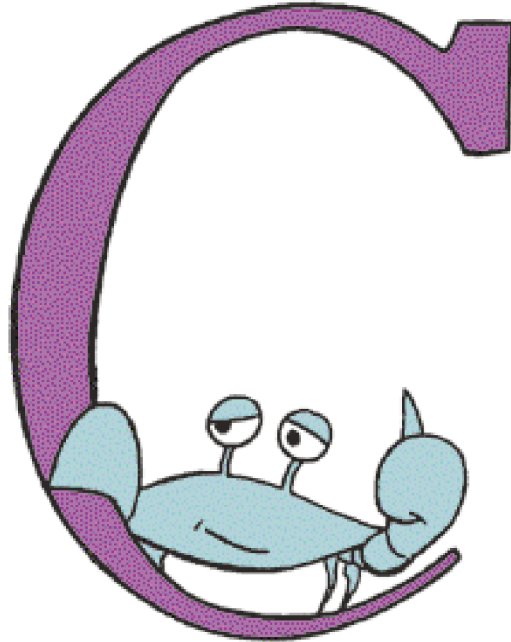
**Potomac River** (p. 20) – river that runs past Washington, D.C. and forms most of the boundary between the states of Virginia and Maryland

### 3. WORD STUDY

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☛ **Read** a page in the story. **Point** out the **contractions** in the story. Note words that have an apostrophe but are not contractions. **SAY:** “A **contraction** is a combination of two words using an apostrophe. An apostrophe is also used to show that a noun possesses something else in the sentence. Can you find contractions and possessives among the words of this story? What words is the contraction combining?”

☛ **Point** to examples in the story:  
**Contractions** (p. 18) I’ll (p. 19) We’ll (p. 20) We’ve, Let’s, isn’t **Possessives** (p. 18) glider’s (p. 19) North Carolina’s, people’s (p. 20) Langley’s



### 4. READ THE STORY FOR WRITING PROMPTS

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

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

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

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

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

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

### 5. RESPOND/ASSESS

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






## SCIENCE ACTIVITY

# TAKE WING

Try this simple experiment to help you understand how lift works.

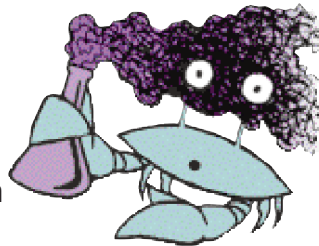


### MATERIALS

-  sheet of paper (one half a sheet of standard 8 by 11 inches works well)
-  masking tape
-  ruler

### STEPS

1. Fold the paper in half.
2. Tape the top half to the bottom half, with the edge of the top half 1 inch in from the bottom edge. This makes the top surface curved, like the wing on an airplane.
3. Place the ruler in the paper at the fold.
4. Hold the ruler parallel to the floor and about 1 inch in front of your mouth. Blow a stream of air toward the wing. The wing should rise into the air.



### HOW DOES IT WORK?

The air that travels over the curved surface moves faster than the air under the wing. This makes the **air pressure** above the wing lower than the pressure underneath. The greater pressure under the wing pushes up.



Orville Wright

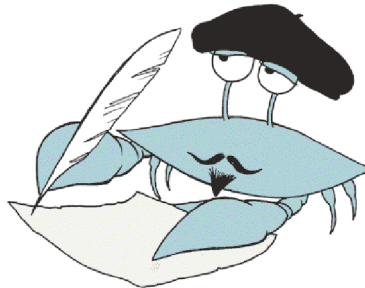
# YOU ARE THERE!

Reread the details of the Wright brothers' first flight from this week's cartoon. What do we know about the weather? What were the land features where the brothers were testing their machine?

Do some research into the historic event of December 17, 1903, by looking at books and Internet resources. Look at newspaper articles. What was written about this event?



Imagine that you were one of the residents of Kitty Hawk, North Carolina, who were invited to witness Orville and Wilbur's attempted flight. Write a letter to Chester describing the event and what you think the future of flight will be.



## LEARN MORE

Books for kids ages 9 to 12

- ☛ "Young Orville and Wilbur Wright: First to Fly" by Andrew Woods
- ☛ "First Flight: The Story of Tom Tate and the Wright Brothers" (I Can Read Chapter Book Series) by George Shea
- ☛ "The Wright Brothers: How They Invented the Airplane" by Russell Freedman
- ☛ "The Bishop's Boys: A Life of Wilbur and Orville Wright" by Tom Crouch
- ☛ "Wilbur and Orville: A Biography of the Wright Brothers" by Fred Howard
- ☛ "Taking Flight: The Story of the Wright Brothers" by Stephen Krensky
- ☛ "Miracle at Kitty Hawk: The Letters of Wilbur and Orville Wright" by Wilbur Wright and Orville Wright, Fred C. Kelly (Editor)
- ☛ "Visions of a Flying Machine: The Wright Brothers and the Process of Invention" by Peter L. Jakab

## KNOW YOUR WRIGHTS QUESTIONS

1. A \_\_\_\_\_ is an engineless aircraft that floats on wind currents.
  - A Superman
  - B wing
  - C glider
  - D measurement
2. The Wright brothers' first flight in a heavier-than-air craft lasted about —
  - F 12 seconds
  - G 90 seconds
  - H 12 minutes
  - J an hour
3. Which of the following is *not* a contraction?
  - A it's
  - B won't
  - C didn't
  - D Kaiesha's
4. The Wright brothers did flight tests at Kitty Hawk because Kitty Hawk was —
  - F sandy and cold
  - G Sandy and Spongebob
  - H sandy and close to Ohio
  - J sandy and windy
5. This Chester story is a(n) —
  - A folktale
  - B biography
  - C myth
  - D autobiography
6. What would be another good source of information about the Wright brothers?
  - F thesaurus
  - G petition
  - H old North Carolina newspapers
  - J CD liner notes

# CHAPTER 4

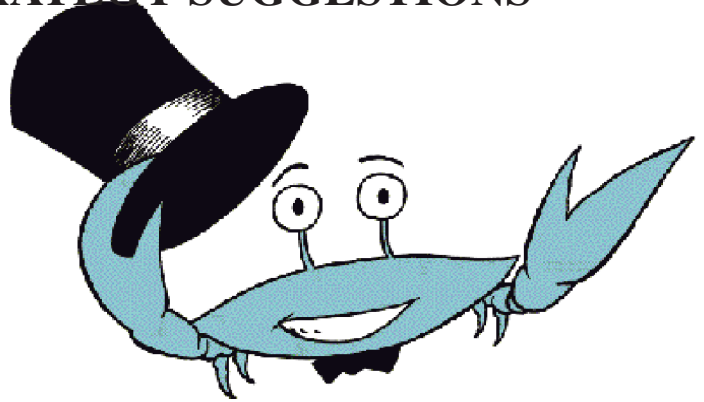
# TALE OF THE DOGWOOD

## READING STRATEGY SUGGESTIONS

### SKILLS

Adjectives  
Predicting Outcomes  
Story Vocabulary

Main Idea  
Noting Details



## 1. INTRODUCE THE STORY

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

➤ **SAY:** “This is a comic book narrated by Chester the Crab. It is about North Carolina and some of its symbols. A symbol is a picture that stands for

something else. The official state flower is the dogwood. What other symbols do you recognize in your daily life?”

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

## 2. INTRODUCE THE STORY VOCABULARY

➤ **Write** the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

➤ **Tell** students on which page to find 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)

**stem** (p. 22) – the main stalk of a plant, usually supporting leaves, flowers, or fruit

**pollination** (p. 23) – the process of transferring pollen to the pistil of a flower

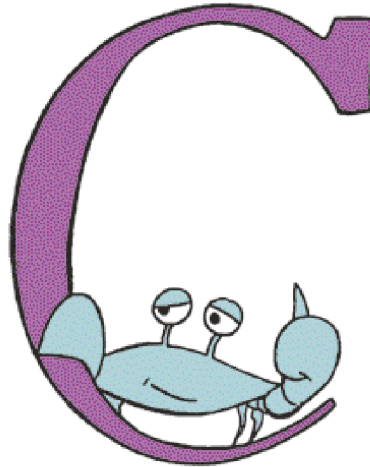
**interdependent** (p. 23) – when species depend on each other for resources or services

### 3. WORD STUDY

---

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

☞ **Point** to examples in the story: (p. 22) hard, scientific, old, sharp, good, sudden, important, cool (p. 23) beautiful, special, small, late, early, funny (p. 24) pretty, real, bright, red, egg-shaped, juicy, good, next



### 4. READ THE STORY FOR WRITING PROMPTS

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☞ **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 important idea is on this page? What details support this main idea? Let’s write them on the umbrella.”

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

☞ **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 right corner by the word “Next.” **ASK:** “How does this clue help your prediction?”

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

### 5. RESPOND/ASSESS

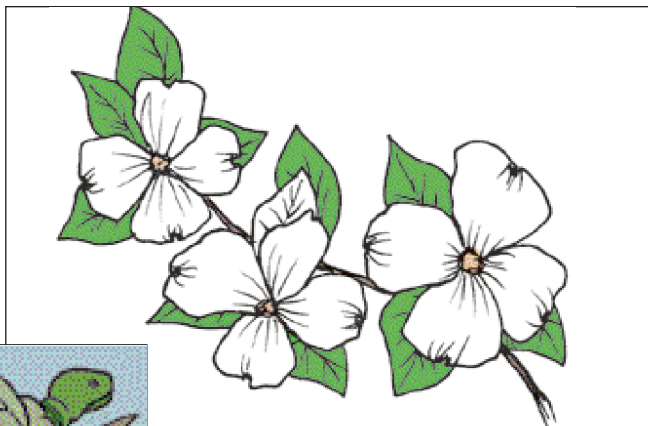
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After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 22 of this guide.

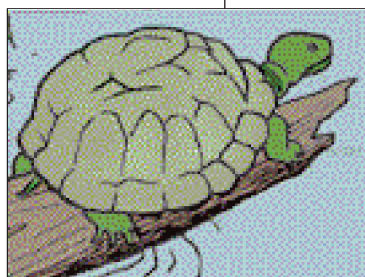
# CAROLINA SYMBOLS

A **symbol** is a picture that stands for something else. A symbol can represent an idea or a whole state of people. Here are some of the official state symbols of North Carolina.

Pick one of these symbols to research. Create a report to explain why this symbol was chosen to represent North Carolina. Be sure to include information about the animal or plant itself and when it was chosen to be a symbol of North Carolina.



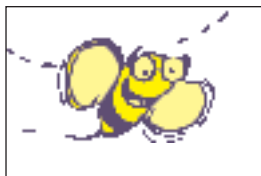
Dogwood



Eastern box  
turtle



Cardinal

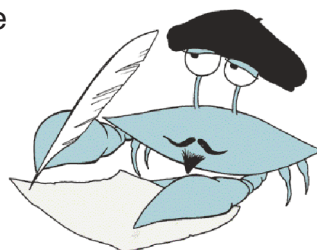


Honey bee



Pine tree





For extra fun, pick your own symbol for North Carolina. What would you make the state game? The official state restaurant? Try to pick things that are special to North Carolina (not something you can find across the whole United States).



# FLOWER POWER

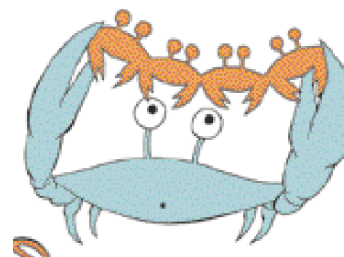
**Stems** hold up the leaves and flowers of a plant. Stems have little tubes to take water and food to the rest of the plant. Grass, flowers, and vines have soft stems. A tree has one hard, woody stem called a trunk.

## MATERIALS

-  white carnations with long stems
-  red and blue food coloring
-  water
-  glass container

## DIRECTIONS

1. Cut the carnations' stems down to about 8 inches.
2. With help from an adult, cut the stems lengthwise, from the bottom to about halfway up the flower.
3. Use food coloring to color the water in one container dark red. Color the water in another container dark blue.
4. Put the containers right next to each other. Put one half of the carnation stem into each container.
5. Check the carnation a day later. Can you tell that the carnation has been drinking water?
6. Check the carnation two days later. What color is the carnation now?



## ADDITIONAL FUN

Try this experiment with other plants that have stems — or how about trying it with celery? Fix different colors of food coloring and see which plants absorb the colored water through their stem.

## TALE OF THE DOGWOOD QUESTIONS

1. A dogwood's pollination of its seeds is accomplished using \_\_\_\_\_.

- A wind
- B rain
- C squirrels
- D insects

2. A **stem** is —

- F the main stalk of a plant, often holding up leaves, flowers, or fruit
- G a break in the flow of water
- H the way a flower performs pollination
- J a synonym for “symbol”

3. A **symbol** is —

- A a traffic sign
- B a musical instrument in the percussion section
- C a colorful way to advertise
- D a picture that stands for something else

4. “We see a good example of how plants and animals need each other. They are **interdependent**.” Which phrase means the same as “**interdependent**?”

- F free from each other
- G requiring each other
- H in control of each other
- J eating each other

5. All of the following are adjectives *except* —

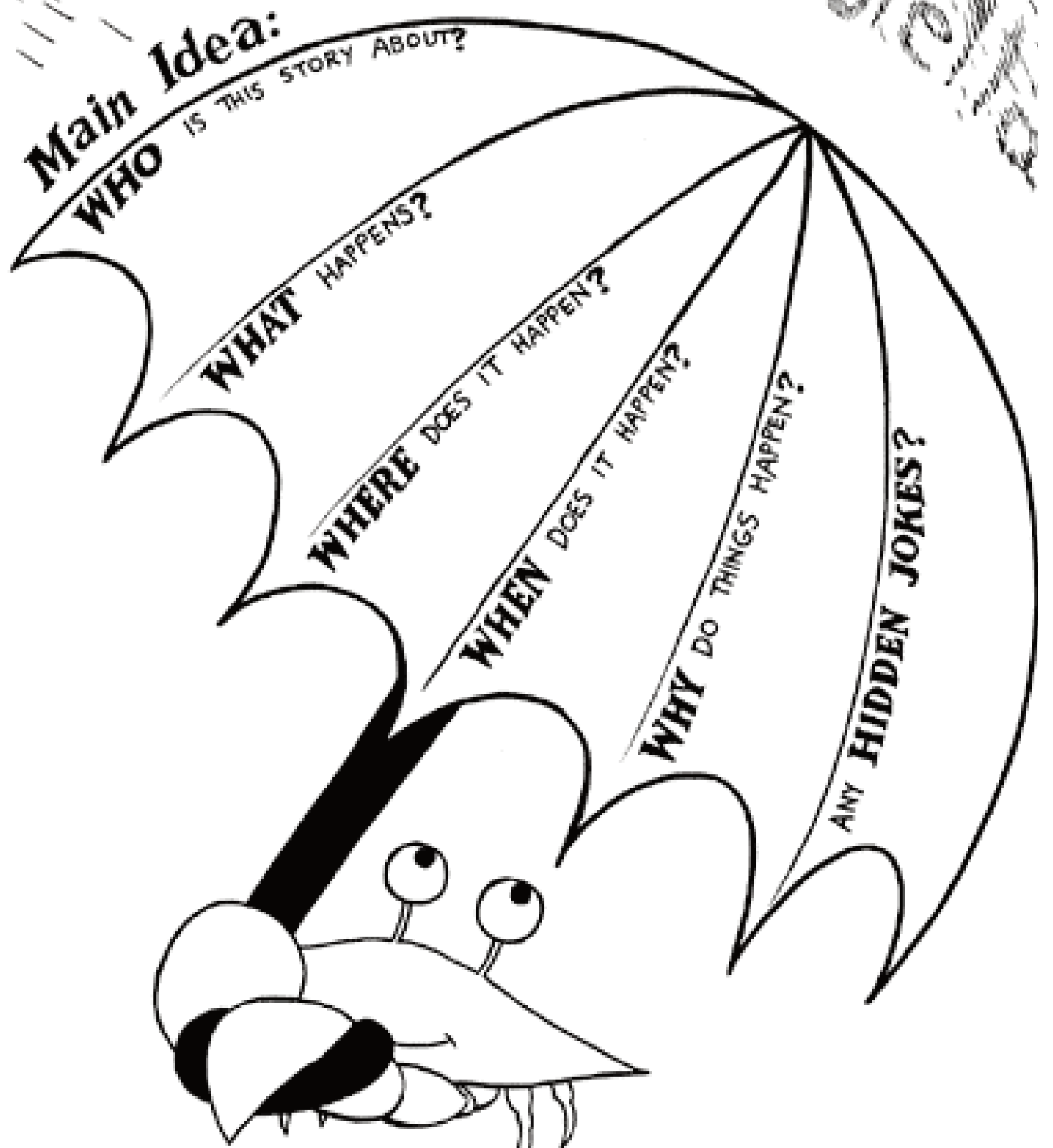
- A quickly
- B tricky
- C skinny
- D broken

6. What would be a good title for this story?

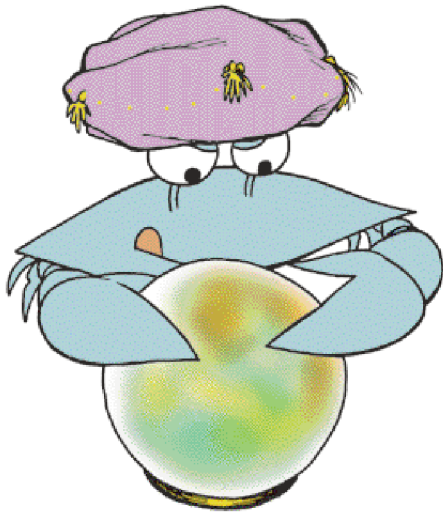
- F Dogwoods in Golf
- G Dogwoods and How They Reproduce
- H Dogwoods Are Not A Flower
- J Dogwood Seeds in Nature



# The Details Underneath



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# 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 TAR HEEL TALES

## **COLONIAL**

p. 7

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

## **CAROLINA 1800s**

p. 12

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

## **WRIGHTS**

p. 17

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

## **DOGWOOD**

p. 22

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

## **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 First Americans**

Overview  
Northwest Indians  
Pueblo Revolt  
Pocahontas

### **War for Independence**

John Paul Jones  
Revolutionary Women  
Battle of Saratoga  
South to Yorktown

### **Go West, Young Crab**

Gold Rush Hour  
Oregon Trail  
Transcontinental Rails  
Battle at Little Bighorn

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