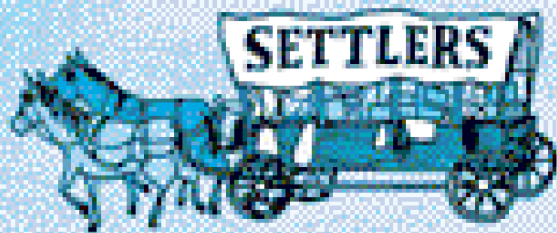


Hey, I CAN SEE
THE COMPASS ROSE
FROM UP HERE!

BLUE RIDGE
MOUNTAINS

NORTHERN
VIRGINIA



3 CAPITALS



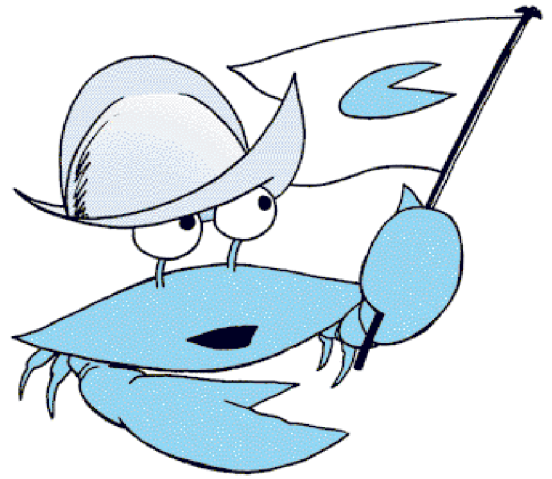
JAMES RIVER

Teacher's Guide

FALL LINE

Teacher's Guide for
VIRGINIA
GEOGRAPHY

Chester's **Comix With Content** series



Dear Teacher:

Chester the Crab's "Virginia Geography" 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 "Virginia Geography," 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 "Virginia Geography" and performing the activities in this guide, students will be able to:

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

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- p. 1 How to use Chester Comix
- p. 3 **5 REGIONS** reading strategies, activities, test
- p. 8 **3 CAPITALS** reading strategies, activities, test
- p. 13 **SETTLEMENT PATTERNS** reading strategies, activities, test
- p. 18 **THE JAMES RIVER** reading strategies, activities, test
- p. 23 Details Umbrella
- p. 24 Predictions sheet
- back Question answers; other titles in this series

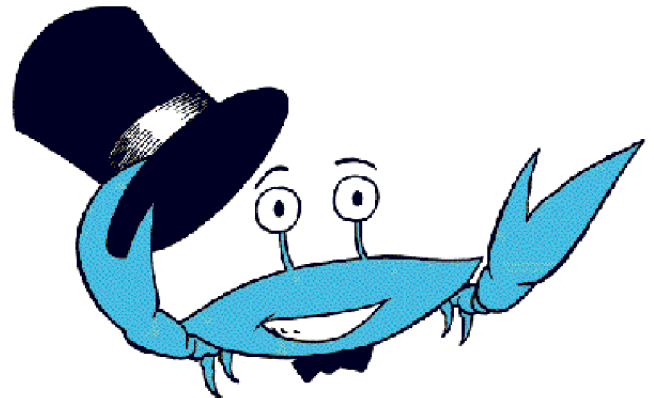
COMIX IN THE CLASSROOM

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.

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!)

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.



FRIENDS

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

WORD BALLOONS

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

TITLE

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

NEXT!

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

GUTTERS

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



5 REGIONS

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. 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**

regions of Virginia. What region do we live in? What is the land like around us?”

➤ **Take** a picture walk through the first story, “5 Regions,” 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)

federal (p. 2) – system of government based on power shared between the national and state governments

tides (p. 2) – the rise and fall, about twice a day, of the surface of oceans and seas caused by the gravitational pull of the moon and the sun

Fall Line (p. 3) – natural border between the Coastal Plain (Tidewater) and Piedmont regions, where rocky waterfalls prevent further travel on Virginia’s rivers

Piedmont (p. 3) – Virginia region with rolling hills between mountains and the Fall Line

Richmond (p. 3) – capital of Virginia; capital of Confederate states during the Civil War

(VOCABULARY, continued from previous page)

Blue Ridge Mountains (p. 5) – old, rounded mountains in the Appalachian mountain system; between the Piedmont and Valley and Ridge regions; source of many rivers

Valley and Ridge (p. 5) – includes the Great Valley of Virginia and other valleys separated by ridges; part of the Appalachian mountain system; located west of Blue Ridge Mountains

Harry F. Byrd Sr. (p. 5) – Virginia politician in mid-1900s; liked “pay as you go” financing

Appalachian Plateau (p. 6) – Area of elevated land that is flat on top; located in Southwest Virginia; only a small part of plateau located in Virginia

coal (p. 6) – black, burnable mineral found in Virginia mountains and used as fuel

3. WORD STUDY

☞ **Read** a page in the story. **Point** out **compound words** in the story. **SAY:** “**A compound word is a word made by putting together two smaller words. Can you find some compound words among the words of this story?**”

☞ **Point** to examples in the story: (p. 2) waterways, Tidewater, highlights. **ASK:** “**What two words form waterways? Tidewater? Highlights?**” (p. 4) highways, high-speed, high-powered, airplane, airports (p. 5) Southwest (p. 6) Southwest.

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 your prediction?**”

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

5. RESPOND/ASSESS

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

SCIENCE ACTIVITY

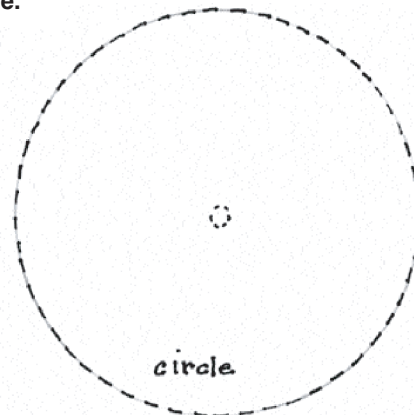
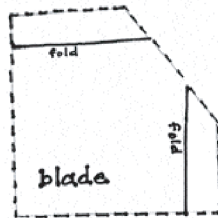
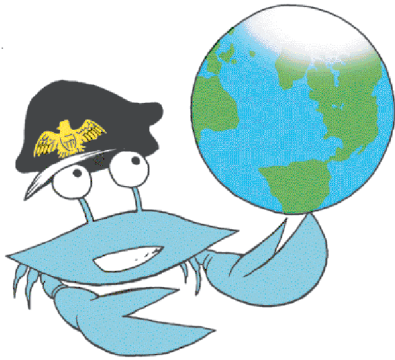
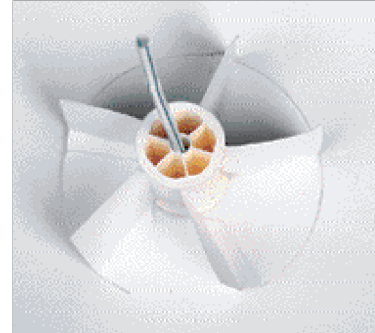
FALL ON ME

Try this to see how powerful moving water can be. This is a small model of a water wheel, like those on mills powered by flowing rivers.

MATERIALS

- ☞ poster board
- ☞ empty thread spool
- ☞ tape
- ☞ straw (must fit through hole in center of spool)
- ☞ sharp scissors
- ☞ compass (optional)
- ☞ pencil or pen

Note: Enlarge the pattern by 150% on a copy machine.



DIRECTIONS

1. Trace the circle and 5 blade shapes on the poster board. (Optional-Use a compass to create a circle that best suits the size of the spool you are using. The circle should extend well beyond the top edge of the spool. The length of the sides of the blade should be about the height of your spool.)
2. Carefully cut out the circle and 5 blades; you may need adult help.
3. Tape the circle securely on one end of the spool. Make a hole on the center above the hole in the spool.
4. Fold 2 sides of each blade as shown. These will be the flaps that will be taped to the spool and the circle.
5. Evenly space the 5 blades on the underside of the circle and tape one of the flaps on each blade securely to the circle. The other flap on each blade should be taped securely to the spool.
6. Place the straw through the center of the holes in the circle and spool. The spool should spin easily.
7. Place the blades of your water wheel under running water and watch it spin! Try to avoid getting it too wet.

POPULATION PLACES

1. According to the pie graph, the Tidewater Region accounts for approximately how much of Virginia's total population?

- A 1/4
- B 1/2
- C 3/4
- D 9/10

2. Using the information provided in the pie graph, approximately how many more people live in the Piedmont Region than in the Ridge and Valley Region?

- F 1,200,000
- G 3,600,000
- H 1,600,000
- J 3,400,000

3. According to the pie graph, what is the total population of Virginia?

- A 3,070,403
- B 1,219,246
- C 2,444,708
- D 6,844,934

4. Using the bar graph, which locality has the largest population?

- F Hampton
- G Norfolk
- H Newport News
- J Virginia Beach

5. What is the approximate population of Newport News?

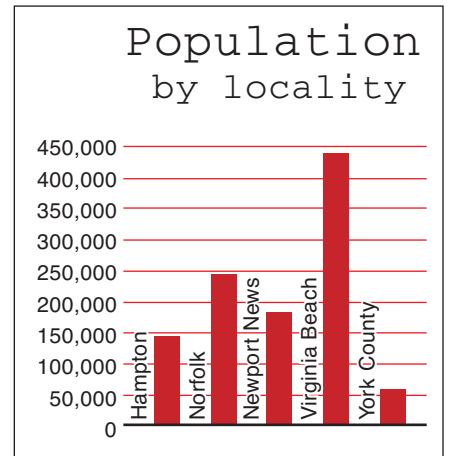
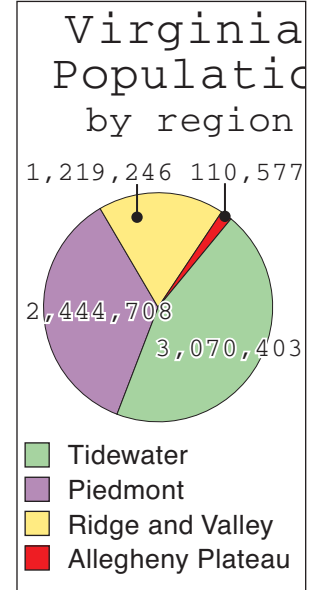
- A 250,000
- B 200,000
- C 175,000
- D 150,000

6. About how many more people live in Norfolk than York County?

- F 200,000
- G 100,000
- H 250,000
- J 50,000

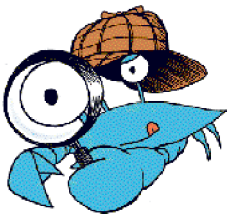
7. Order the localities from lowest population to highest.

- A York County, Norfolk, Newport News, Hampton, Virginia Beach
- B York County, Hampton, Norfolk, Newport News, Virginia Beach
- C York County, Newport News, Hampton, Norfolk, Virginia Beach
- D York County, Hampton, Newport News, Norfolk, Virginia Beach



TEACHERS!

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



Answers :

1. B, 2. F, 3. D, 4. J, 5. C, 6. F, 7. D

5 REGIONS QUESTIONS

1. Which Virginia region is on the eastern end of the state?

- A Piedmont
- B Ridge and Valley
- C Allegheny Plateau
- D Tidewater

2. Which one of these is *not* a compound word?

- F Tidewater
- G population
- H statehouse
- J Southwest

3. _____ marks where Virginia's rivers and landscape drop.

- A Northern Virginia
- B Luray Caverns
- C The Fall Line
- D The James River

4. If you wanted to learn the meaning of the word "plateau" you should look in —

- F a newspaper
- G a thesaurus
- H a pamphlet
- J a dictionary

5. "There are a lot of chicken farms and apple orchards here." Which word below has the same meaning as the word "orchards?"

- A trees
- B flowers
- C stores
- D growers

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

- F Tourism Across the State
- G The High Technology Corridor of Northern Virginia
- H Discovering Virginia's Variety
- J How to Fly an Airplane



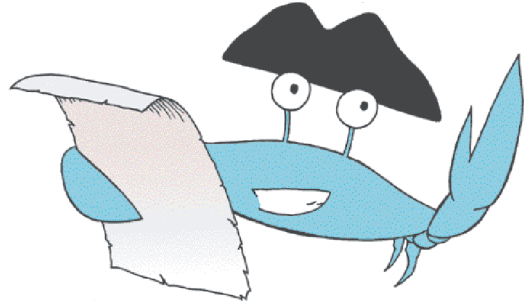
3 CAPITALS

READING STRATEGY SUGGESTIONS

SKILLS

Cause and Effect
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 parts of Virginia. Virginia had three

capitals. Do you know where the capital is today?”

Take a picture walk through the second story, “3 Capitals,” 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)

commercial venture (p. 8) – an effort to gain wealth or build trade

Roanoke Colony (p. 8) – English attempt to settle the coast of what is today North Carolina; known as “The Lost Colony” because the settlers vanished in 1590

capital (p. 8) – center of government, usually where lawmakers meet or do business

representative (p. 8) – a person elected to make decisions or votes for others

House of Burgesses (p. 8) – first elected legislative body in America giving settlers the opportunity to control their own government; began in 1619

tobacco (p. 9) – plant with leaves that can be dried and then smoked or chewed

John Locke (p. 10) – English thinker who argued each person is born with civil rights

governor (p. 10) – chief executive of a group or state; enforces laws passed by assembly

(VOCABULARY, *continued from previous page*)

king (p. 10) – leader of a monarchy government; title is usually hereditary, passing from one family member to another

slave (p. 11) – a person owned as a piece of property for their whole life, with no rights

plantation (p. 11) – larger Southern farm made profitable by using the free labor of slaves

Thomas Jefferson (p. 12) – Virginian who wrote The Declaration of Independence and served as third president of the United States, when he made the Louisiana Purchase

Fall Line (p. 12) – natural border between the Coastal Plain (Tidewater) and Piedmont regions of Virginia; line where waterfalls prevent further travel on rivers

3. WORD STUDY

☞ **Read** a page in the story. Ask students to describe the way events are related through **cause and effect**.

☞ For example, on p. 8 **ASK**: “The belief that the Spanish attacked the Roanoke Colony caused the English to settle where?” Or on p. 9 **ASK**: “The decision to settle in swampy

Jamestown had what effect?” On p. 11 you can even reverse the thinking and **ASK**: “See how few trees Williamsburg had in Colonial times. What do you think caused the town to lose its trees?” On p. 12 **ASK**: “How did the British threat cause the move of the capital?”

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.

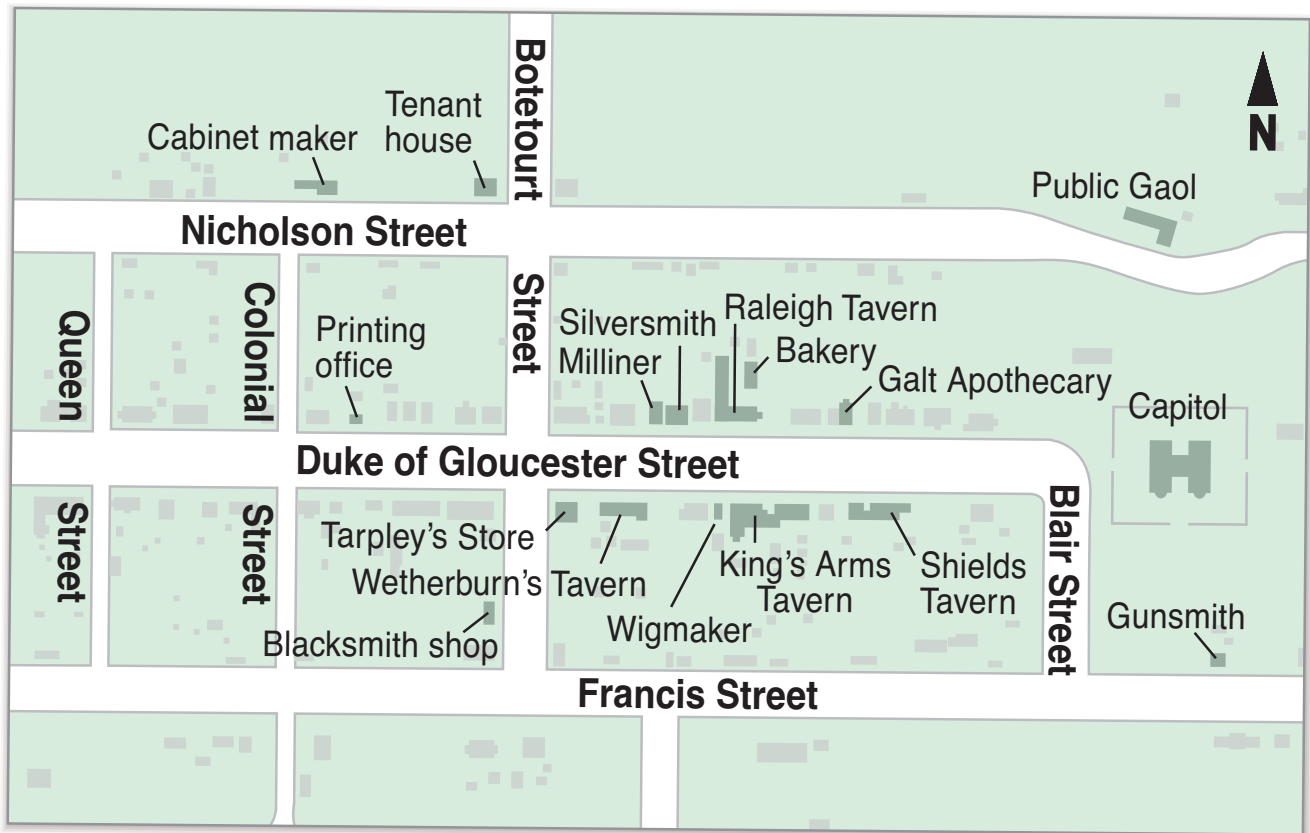
☞ **SAY**: “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and the text.” Point to the phrase in the lower right corner by the word “Next.” **ASK**: “How does this clue help your prediction?”

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

5. RESPOND/ASSESS

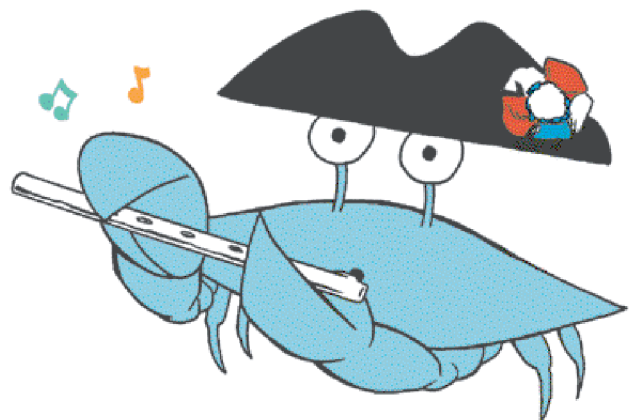
After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 12 of this guide.

CUTTING CORNERS



Pretend you are a resident of Colonial Williamsburg and are helping a new friend get around the town. Write directions to the following locations, specifically using cardinal directions (north, south, east, west):

1. How do you get from the cabinetmaker to the bakery behind Raleigh Tavern?
2. How do you get from the printing office to the silversmith?
3. How do you get from the apothecary to the public gaol (jail) without cutting across a field?
4. Now it's your turn. Using a pencil or pen, trace this route on the map and see where you end up. Start at the Tenant House. Go east until you come to Botetourt Street. Go south two blocks. Go east until you get to the gunsmith. Go north one block. What building is on your right?



HISTORY ACTIVITY

SOUNDS SIMPLE

Capital and capitol are **homophones**. Homophones are words that sound alike but are spelled differently and have different meanings. This is a little trick that may help you remember the difference between the two.

The city or town serving as the seat of government is a **capital**.
The building in which the legislature (such as the House of Burgesses or Congress) meets is a **capitol**.

The Capitol building in Washington has a dome on top. Think about walking inside the building and standing below the dome. If you looked up you would see an O as the base of the dome.

d@me / capit@l

Use the correct homophone (capital or capitol) to complete these sentences.

1. Congress meets inside the _____ to discuss important issues.
2. Richmond is the _____ of Virginia.
3. Governor Warner walked from the _____ to his mansion after addressing the General Assembly.
4. Washington, D.C. is the _____ of the United States.
5. Virginia's previous _____ was in Jamestown and Williamsburg.

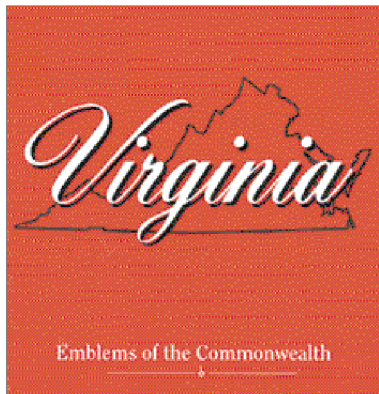
se@t / capit@l

To wrap up a study of Virginia, you can make an alphabet book. First, gather newspaper or magazine pictures with objects or scenes that match each letter of the alphabet and that relate to Virginia. Pictures can depict industries, state symbols, cities, sports teams, wildlife, or famous people. Cut them out and paste onto pages in a notebook.

STATE SYMBOLS

You can get a free booklet about Virginia's state symbols. Use this to practice writing a letter. Request the "Emblems of the Commonwealth" by writing to:

**Legislative Information
House of Delegates
P.O. Box 406
Richmond, VA 23203**



SING IT, VIRGINIA

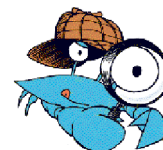
Review important information about the state, including symbols, landforms, agriculture, products, etc.

Use what you've learned to write the lines (verse and chorus) of a new state song. (You can make up a tune or use an existing melody.)

After students have written their songs, have them perform for the class. Let the class vote on the best song.

TEACHERS!

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



- Answers :
1. Capitol
 2. capital
 3. Capitol
 4. capital
 5. capital

3 CAPITALS QUESTIONS

1. A _____ is a large Southern farm often worked by slaves before the Civil War.
A market
B courthouse
C port
D plantation
2. All these were capitals of Virginia *except* —
F Jamestown
G Richmond
H Staunton
J Williamsburg
3. The year 1619 marked the first meeting of —
A The House of Burgesses
B The Virginia Company of London
C The King’s Council
D The Bay City Rollers
4. “Living on Virginia’s peninsula was good protection from the Spanish 200 years ago.” Which word below has the same meaning as the word “protection?”
F security
G formality
H ability
J fortress
5. “Locke wants to take a lot of power from the crown and give it to the people.” Which word has the same vowel sound as “crown?”
A rope
B rut
C crow
D round
6. What is this story *mainly* about?
F Where Was the Governor’s House
G Why Virginia Had Three Capitals
H Who Moved the Capital to Williamsburg
J When Did Jamestown Begin

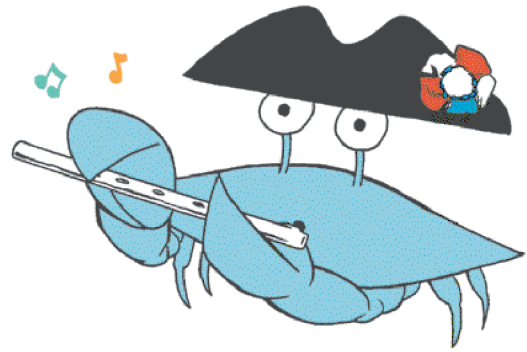
CHAPTER 3

SETTLEMENT PATTERNS

READING STRATEGY SUGGESTIONS

SKILLS

Word Endings 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 groups of people who settled Virginia

after 1600. Where did your family come from when they came to America?”

Take a picture walk through the third story, “Settlement Patterns,” 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)

settle (p. 14) – to claim an area by building homes and public places there

John Rolfe (p. 14) – Jamestown colonist who discovered a sweet-tasting tobacco that sold well to European consumers and thus gave Virginia colonists an economic base

Jamestown (p. 14) – first permanent English settlement in North America

immigrant (p. 15) – person who moves from their homeland into a country

indentured servant (p. 15) – person who gets a loan or an ocean voyage in exchange for working seven years for the lender

slave (p. 15) – person owned as a piece of property for their whole life, with no rights

Fall Line (p. 16) – natural border between the Coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on Virginia’s rivers

(VOCABULARY, *continued from previous page*)

plantation (p. 16) – large Southern farm made profitable by using the free labor of slaves

Shenandoah Valley (p. 17) – valley in the northwestern area of Virginia

John Locke (p. 18) – English thinker who argued each person is born with civil rights

frontier (p. 18) – the part of a country that borders an unsettled region

culture (p. 18) – the skills, arts and ideas of a certain people over a certain period of time

economy (p. 18) – the system of producing and distributing money among people, businesses and government

James Armistead Lafayette (p. 18) – slave from Virginia who served in the Continental Army and was given his freedom after the war

3. WORD STUDY

Read a page in the story. **Point** out the **word endings** that end in “le” in the story. **SAY:** “The letters ‘le’ at the end of a word make the sound ‘el.’ Let’s find words with that ending in the story.”

Point to examples in the story:
(p. 14) people (p. 15) people, trouble
(p. 16) people, settle (p. 18) battle, example.

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.”

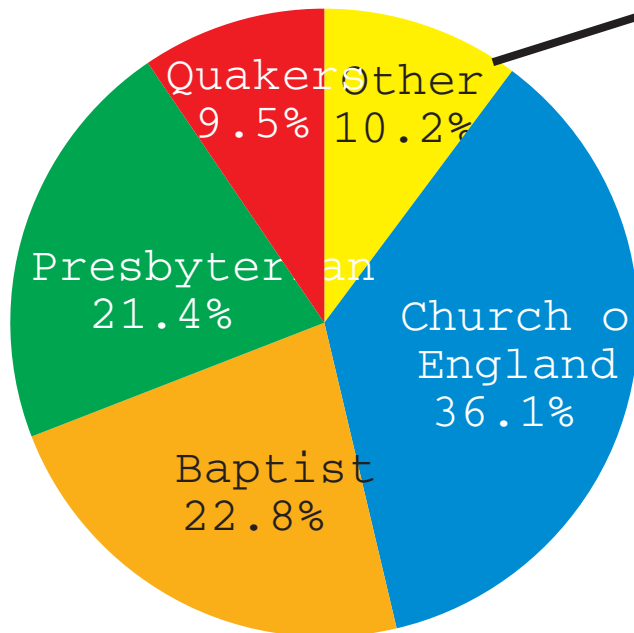
ASK: “How does this clue help your prediction?”

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.

PIECES OF PIE



Other includes Lutheran, Mennonite, Methodist, German Reformed and others.



Using this pie graph, sort the different groups from greatest to least percentages.

1. _____
2. _____
3. _____
4. _____
5. _____

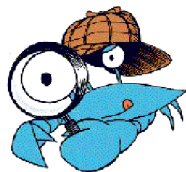
What other ways could you illustrate the numbers in the pie graph? Try these exercises.

Divide 100 dried beans (or other small objects) and place them on the pie graph to estimate the portion represented by different religious groups.

Make a bar graph showing the different religious groups.

Create fractions to match the pie graph. Remember: instead of the % symbol, write the number as a number over 100.

Make decimal numbers to match the pie graph. To convert to a decimal number, move the decimal point 2 spaces to the left and get rid of the % symbol.



TEACHERS!

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1. Church of England
2. Baptist
3. Presbyterian

ANSWERS:

4. Other
5. Quakers

HISTORY ACTIVITY

WHAT HAPPENED NEXT?

Most events cause some sort of reaction. If you don't do your homework today, you might get in trouble at school tomorrow. If you decide to spend your allowance on candy, you won't have money to go to the movies. The events and decisions made about the Jamestown colony had specific effects, too.



Early settlers from England come ashore.

Match each cause with its effect.

CAUSES

1. England wanted to establish an American colony to increase its wealth and power.
2. Women arrived in Jamestown in 1620.
3. The colonists needed a government.
4. The successful planting of tobacco depended on a reliable and inexpensive source of labor.
5. The site the settlers chose to live on was marshy and lacked safe drinking water.

EFFECTS

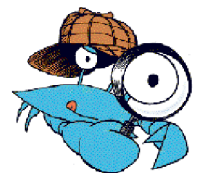
- A. Many settlers died of starvation and disease.
- B. The settlers were able to establish families and a more permanent settlement.
- C. The king appointed a royal governor.
- D. Many Africans were brought to the colony against their will to work as slaves on the plantations.
- E. The English founded Jamestown, the first permanent English settlement in North America.

COLORFUL VARIATION

Write the above sentences on sentence strips or large index cards. Use yarn to match each cause with its effect.

TEACHERS!

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



ANSWERS:

- | | |
|------|------|
| 1. E | 3. C |
| 2. B | 4. D |
| 3. A | 5. A |

SETTLEMENT PATTERNS QUESTIONS

- _____ are settlers who were forced to come to Virginia.
 - Scotch-Irish
 - Germans
 - Africans
 - Spanish
- Wagons, trains, ships, and airplanes are examples of —
 - natural resources
 - taxes
 - suffrage
 - transportation
- Which of the following is *not* a part of Virginia's geography?
 - Shenandoah River
 - Appalachian Mountains
 - Outer Banks
 - James River
- Which of these sentences could *best* be added to Chester's story?
 - Many immigrants from Mexico speak Spanish.
 - Africans fought alongside other Virginia settlers to win the American Revolution.
 - German settlers should have been in charge, not the English politicians.
 - People still move to Virginia today for its natural beauty and job opportunities.
- This Chester story is a(n) —
 - folktale
 - biography
 - allegory
 - nonfiction article
- What would be another good source of information about Virginia settlers?
 - thesaurus
 - petition
 - encyclopedia
 - CD liner notes

CHAPTER 4

THE JAMES RIVER

READING STRATEGY SUGGESTIONS

SKILLS

Interjections
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 different parts of Virginia. The James River connects several regions of our

state. How close do we live to the James? Can you think of some towns on the James River?”

Take a picture walk through the fourth story, “The James River,” to see what Chester is learning about. **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)

watershed (p. 20) – area where surface water flows to a single collecting place

symbol (p. 20) – a picture that stands for something else; a common meaning

fertile (p. 21) – land capable of producing good crops and lush plantlife

community (p. 21) – all the living things in one place (producers, consumers, decomposers)

niche (p. 21) – a specific role or position that an organism plays in an ecosystem

resources (p. 21) – something ready to use; natural examples are water, soil, wood, sun

Fall Line (p. 22) – natural border between the Coastal Plain (Tidewater) and Piedmont regions of Virginia, where waterfalls prevent further travel on rivers

(VOCABULARY, *continued from previous page*)

weathering (p. 22) – the way wind and water constantly break down rocks

pollution (p. 23) – anything unclean or impure in a natural environment

conservation (p. 23) – the careful use and protection of natural resources

tide (p. 24) – the rise and fall, about twice a day, of the surface of oceans and seas caused by the gravitational pull of the moon and the sun

Tidewater (p. 24) – flat region east of the Fall Line, near the Atlantic Ocean and Chesapeake Bay (includes Virginia’s Eastern Shore)

habitat (p. 24) – region where a plant or animal naturally lives

species monitoring (p. 24) – conservation practice that counts a species in one place over time to track the rise or fall of its population

3. WORD STUDY

Read a page in the story. **Point** out the **interjections** in the story. **SAY:** “An **interjection** is an exclamation that shows emotion. Can you find some in the story?”

Point to examples in the story: (p. 20) oof! AHA! (p. 21) WHOOP! (p. 22) YOW! (p. 23) Yoiks! ooooh.

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 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 the 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

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.

SCIENCE ACTIVITY

JAMES RIVER FOOD CHAIN

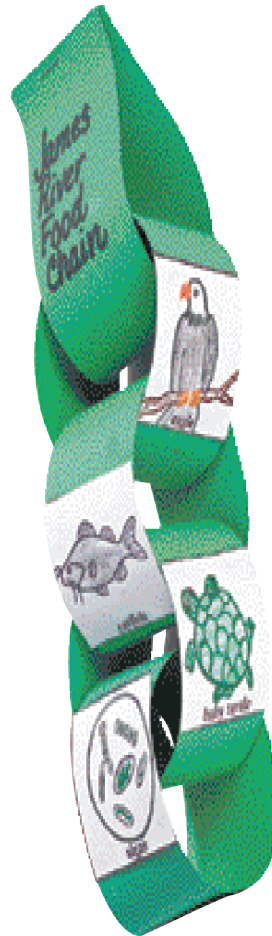
Each plant and animal in the James River community is dependent upon one another. Each is a link in a food chain. To better understand how a James River food chain works, make this visual display.

MATERIALS

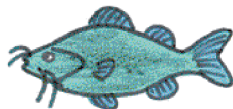
2-inch by 9-inch strips of construction paper
animal picture cards
crayons glue stapler

DIRECTIONS

1. Cut out the plant and animal picture cards below or have students draw their own.
2. Glue each of the picture cards near the middle of a 2"-by-9" strip of construction paper.
3. Conduct research to find out where each of these living things belongs on the James River food chain. (Remember that the organism that cannot be eaten by any other chain members belongs at the top.)
4. Glue each of the strips in the correct food chain order so that they form a chain.
5. Add an extra loop to the top of the chain and label it "James River Food Chain."



turtle



fish



algae



eagle

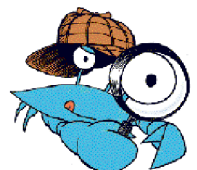
POP QUESTION

In your school community, what is your niche?

- A. teacher
- B. coach
- C. student
- D. secretary

TEACHERS!

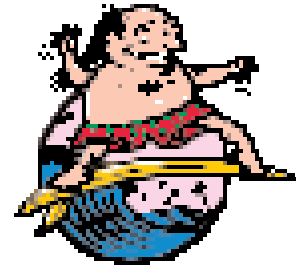
Cover this corner when you copy this page for your students!



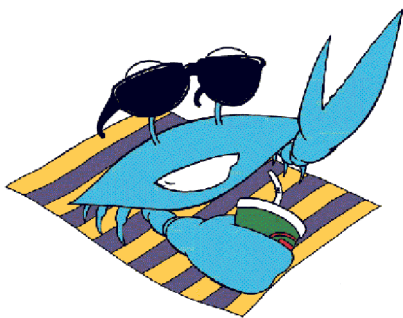
TIME AND TIDE WAIT FOR NO ONE

Tides are caused by the gravitational pull of the moon on the surface waters of Earth. There are usually two high tides and two low tides during each 24-hour period. Here are the predicted tides for Hampton Roads for today. These times show expected tides for Hampton Roads at Sewells Point. Tidal times are also affected by coastline configuration and water depth.

| | | | |
|-------------------|--------------------|------------------|-----------------|
| High 9:11 a.m. | High 10:22 p.m. | Low 3:07 a.m. | Low 3:38p.m. |
|-------------------|--------------------|------------------|-----------------|



- Each day, the two high tides are:
 - about an hour apart
 - a few minutes apart
 - about 24 hours apart
 - about 12 hours apart
- To find the tides for other places, you add or subtract from the Hampton Roads base numbers. Estimate today's high tides at Yorktown, by adding 11 minutes to the above high tides.
- To figure out Yorktown's low tides, add 6 minutes to the time listed for low tides.



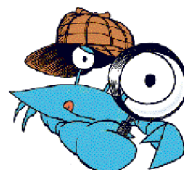
RIVER RUN

Here's a way for physical education teachers to incorporate math and science into their curriculum. Use laps of a track or around the gym to illustrate how long the James River is. Each lap represents 1 mile. For each lap a student runs, give him or her a Chester cutout. (You can copy this one.) The first class to accumulate 340 Chester cutouts wins.

Teachers: When students bring their "Chesters" back from P.E., you can make a graph with them in the hallway. Compete against other classes, or graph results of groups within your class.

TEACHERS!

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Answers :

- D;
- Yorktown's high tides: 9:22 a.m. and 10:33 p.m.;
- Yorktown's low tides: 3:13 a.m. and 3:44 p.m.

JAMES RIVER QUESTIONS

- _____ is the careful use and protection of our natural resources.
 - Community
 - Pollution
 - Conservation
 - Ecology
- A symbol is —
 - a picture that stands for something else; a common meaning
 - a report on current events
 - the flag of a state or nation
 - a way to communicate ideas in greater detail
- Which region of Virginia does *not* have the James River?
 - Ridge and Valley
 - Appalachian Plateau
 - Piedmont
 - Tidewater
- “It prevents other things from going west, too.” Which word means the same as “prevents?”
 - protects
 - stops
 - prepares
 - allows
- Which of these would *best* help Chester research regions of Virginia?
 - an atlas
 - a talk with mayors of Virginia
 - the Richmond Times-Dispatch
 - a thesaurus
- What is this story *mainly* about?
 - Symbols of Virginia
 - How to Find the Fall Line
 - Animals of Virginia
 - The Varied Parts of the James River

THE 5 Ws AND H

Main Idea:

WHO IS THIS STORY ABOUT?

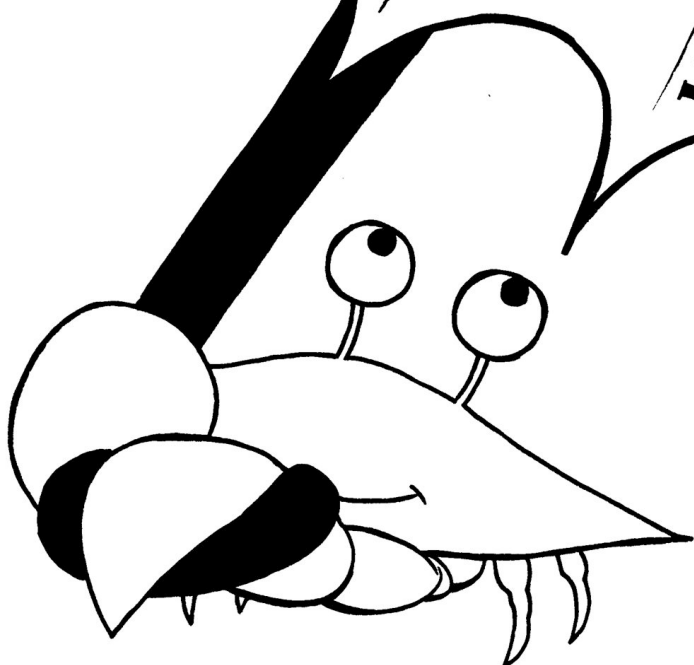
WHAT HAPPENS?

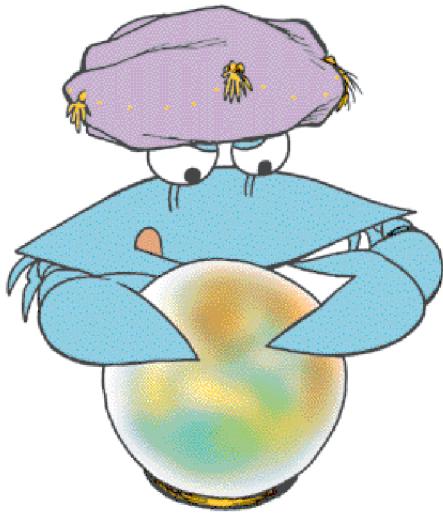
WHERE DOES IT HAPPEN?

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 VIRGINIA GEOGRAPHY

5 REGIONS

p. 7

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

3 CAPITALS

p. 12

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

SETTLEMENT

p. 17

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

JAMES RIVER

p. 22

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

OTHER TITLES IN THIS SERIES:

Target grades follow chapter titles.

American Symbols

USA symbols/ 1-5
American Flag/ 1-5
Washington, D.C./ 1, 5
Statue of Liberty/ 1, 2

Wonder Women

Clara Barton/ 5
Harriet Tubman/ 5
Susan Anthony/ 2, 5
Helen Keller/ 2, 6

Slavery's Storm

Nat Turner/ 4, 5
Mexican War/ 5
Dred Scott's Case/ 5
John Brown's Raid/ 4, 5

Comix Economix

Videos/ K, 2, 3
Tax Hunter
Money in the Mall/ 2, 3
Career Resources/ 2, 3

Revolutionary Rumbblings

French & Indian War/ 5
Boston Tea Party/ 5
Paul Revere, Rider/ 5
Declaration/ 3, 5

Constitution Construction

Locke's Ideas/ 5
Zenger's Free Press/ 5
Religious Freedom/ 4, 5
Constitution/ 4, 5

The First Americans

Overview
Northwest Indians/ 5
Pueblo Revolt/ 2, 5
Pocahontas/ K, 2, 4, 5

War for Independence

John Paul Jones/ 5
Revolutionary Women/ 5
Battle of Saratoga/ 5
South to Yorktown/ 4, 5

Go West, Young Crab

Gold Rush Hour/ 5
Oregon Trail/ 5
Transcontinental Rails/ 5
Battle at Little Bighorn/ 5

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