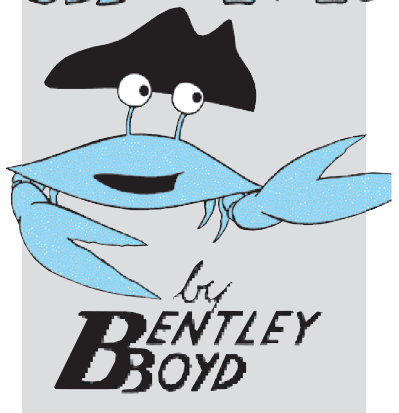


CHESTER

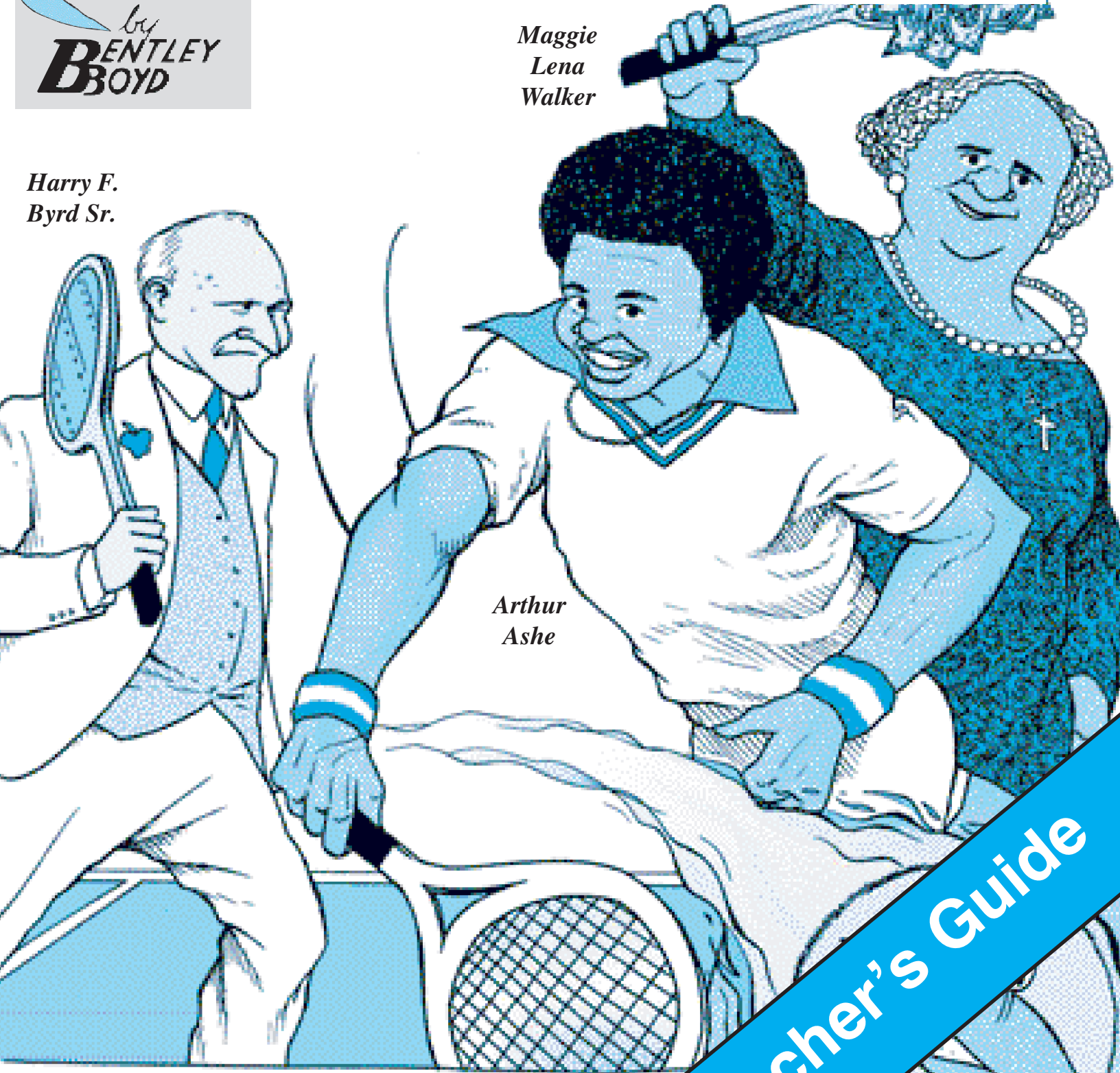
COMIX WITH CONTENT



Vital Virginians

*Maggie
Lena
Walker*

*Harry F.
Byrd Sr.*



*Arthur
Ashe*

Teacher's Guide

Teacher's Guide for

VITAL VIRGINIANS

Chester's Comix With Content series



Dear Teacher:

Chester the Crab's "Vital Virginians" 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 "Vital Virginians," 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 "Vital Virginians" 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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- p. 1 How to use Chester Comix
- p. 3 **VIRGINIANS' INVENTIONS** reading strategies, activities, test
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- p. 13 **HARRY F. BYRD Sr.** reading strategies, activities, test
- p. 18 **ARTHUR ASHE** reading strategies, activities, test
- p. 23 Details Umbrella
- p. 24 Predictions sheet
- back Question answers; other titles in this series

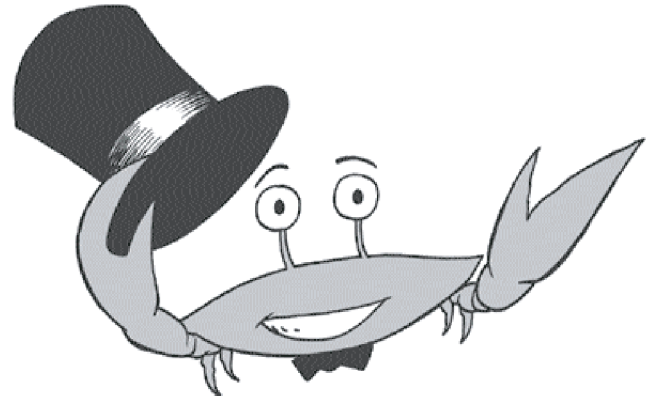
COMIX IN THE CLASSROOM

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!)

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!

CHAPTER 1

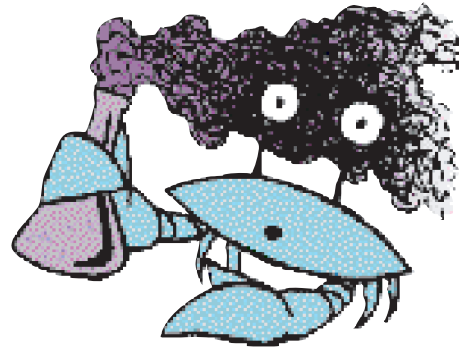
VIRGINIANS' INVENTIONS

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 famous Virginians, such as Cyrus McCormick.”

He invented a better way to harvest wheat. What food has wheat in it?”

Take a picture walk through the first story, “Virginians’ Inventions,” 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)

Thomas Jefferson (p. 2) – Virginian who wrote the Declaration of Independence and served as third president of the United States, when he made the Louisiana Purchase

latitude (p. 2) – imaginary lines on a globe drawn parallel to the Equator

erosion (p. 2) – a slow wearing away of land, from the forces of wind or water

scythe (p. 3) – tool with single-edged blade on a long, curved handle for cutting wheat

Lewis and Clark (p. 3) – team of American explorers sent to map the Louisiana Purchase

prairie (p. 3) – large flat area of grasses in the middle of North American continent

(VOCABULARY, continued from previous page)

slave (p. 6) – person owned as a piece of property for their whole life, with no rights

currents (p. 5) – a continuous flow of water or air in a definite direction

Gulf Stream (p. 5) – warm ocean current flowing north from the Gulf of Mexico to Europe

oceanography (p. 5) – the study of the ocean’s environment, its plants and its animals

Panama Canal (p. 6) – water path cut through Central America to allow ships to easily pass between the Atlantic Ocean and the Pacific Ocean

3. WORD STUDY

☞ **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 examples in the story: (p. 2) inventor, minister, maker, farmer. **SAY:** “Adding ‘-er’ or ‘-or’ to a word makes a

noun that describes what someone does. Can you tell what each of those jobs do by looking at the root word?”

Try the same on (p. 3) tractor, reaper; (p. 5) sailor; and (p. 6) minister, soldier. (**Teacher Trivia!** The word soldier is tricky – the root word comes from the ancient Latin word *solidus*, which was a coin – so a soldier was one who worked to earn those coins by belonging to the army.)

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.

WAVE RUNNERS

It's easy to see waves on a lake or ocean. But what are they?

WAVES are energy moving across the water's surface. Ocean or lake waves are usually caused by the wind.

CURRENTS are water movements that occur on and below the water's surface. Ocean currents on the surface are caused by Earth's general wind circulation — great streams of air that carry the ocean's surface waters in roughly circular patterns. Other causes of currents are the mixing of cold and warm water, tides, rain, runoff, and ocean topography.

Try this experiment to see how a cork reacts to waves and currents.

MATERIALS

- ☞ Shoebox size plastic tub with lid
- ☞ Water
- ☞ Cork
- ☞ Squirt bottle

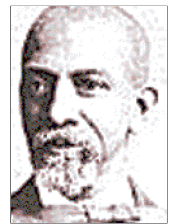
DIRECTIONS

Make a data sheet by folding a piece of paper into quarters. Label the top left corner "Before Waves" and the top right corner "After Waves." Label the bottom left corner "Before Current" and the bottom right corner "After Current."

READ ABOUT INVENTORS

Ages 9 to 12

"Invention and Technology,"
by Milton Lomask



Temple

"Communications: Sending the Message,"
by Thomas Streissguth

WAVES

1. To demonstrate a wave, pour about 2 liters of water in the container. Place the cork at one edge of the container.
2. Draw a picture of the container with the cork under the "Before Waves" section of the data sheet.
3. Create waves by fanning the water with the container's lid.
4. Draw a picture of the container under the "After Waves" section of the data sheet.

☞ **A. What happened to the cork?**

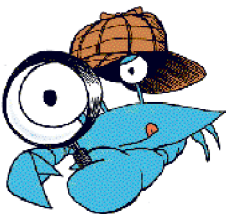
CURRENTS

1. To demonstrate a current, make sure the cork is still at one edge of the container.
2. Draw a picture of the container with the cork under the "Before Current" section of the data sheet.
3. Place the top of the squirt bottle under the water and squeeze.
4. Draw a picture of the container with the cork under the "After Current" section of the data sheet.

☞ **B. What happened to the cork?**

TEACHERS!

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ANSWERS:

A. The cork may have bobbed up and down a lot because of the waves, but the cork did not move too far away from the edge of the container.
B. The cork should have moved to another location within the container.

MATH ACTIVITY

LOAFERS

Wheat can be ground into flour, which is used to make bread. Here's an easy recipe for you to try.

MATERIALS

☞ bowl ☞ electric mixer ☞ rolling pin
☞ 2 bread pans ☞ oven

INGREDIENTS

☞ 2 and a half cups warm water ☞ 3 Tbsp. salt
☞ 2 pkg. yeast ☞ one-third cup oil ☞ half cup dry milk
☞ 4 cups whole wheat flour

DIRECTIONS

Sprinkle yeast over water. Add remaining ingredients, except flour. Beat three minutes at medium speed.

Add 3 and a half cups flour by hand beating. Knead for five minutes. Divide in half.

Use rolling pin, shape into 12-by-16-inch rectangle. Roll up. Seal edges and ends. Put into well-greased pans. Cover. Let rise until doubled.

Bake at 375 degrees F for 40 minutes. Remove from pans.

NOTE: The dough can be refrigerated and baked the next day using the above directions.

QUESTIONS

Use the recipe to answer the following math questions.

1. How much flour do you need if you make 1 loaf of bread?
2. How much water do you need if you make 1 loaf of bread?
3. How much salt do you need if you make 4 loaves of bread?
4. How much dry milk do you need if you make 6 loaves of bread?
5. How much oil do you need if you make 6 loaves of bread?

READ ABOUT INVENTORS

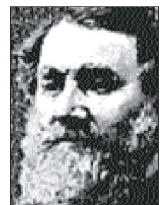
Ages 9 to 12

“African American Inventors,” by Otha Richard Sullivan

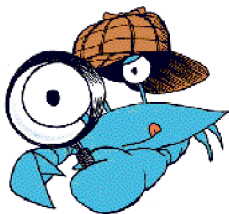
“Black Inventors,” by Nathan Aaseng

“American Inventors of the 20th Century,” by Laura S. Jeffrey

“Inventions: Inventors and Ingenious Ideas,” by Peter Turvey



McCormick



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ANSWERS:

1. 2 cups flour
2. 1 1/4 cup dry milk
3. 6 Tbsp. salt
4. 1 1/2 cups water
5. 1 cup oil

VIRGINIANS' INVENTIONS QUESTIONS

1. Which word from the inventor story has three syllables?
 - A soldier
 - B maker
 - C minister
 - D fever
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 Cyrus McCormick's reaper on America?
 - A It scared many horses working on farms.
 - B It made McCormick very rich.
 - C It doubled the amount of wheat one person could harvest.
 - D It made Thomas Jefferson mad that his plow was no longer needed.
4. Lewis Temple, who invented a new whale harpoon, was born a slave in which Virginia city?
 - F Norfolk
 - G Williamsburg
 - H Roanoke
 - J Richmond
5. "This discovery allows other scientists to find a vaccine in 1937." Which word below has the same meaning as the word "vaccine?"
 - A vial
 - B medicine
 - C report
 - D disease
6. What is this story *mainly* about?
 - F Virginians who became rich.
 - G Virginians who traveled the world.
 - H The Virginian who mapped the ocean.
 - J Virginians who invented ways to improve American life.



MAGGIE LENA WALKER

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 famous Virginians, such as Maggie Lena Walker. She was the first African-

American to be president of a chartered bank. Do you have savings in a bank?”

➤ **Take** a picture walk through the second story, “Maggie Lena Walker,” 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)

juvenile (p. 8) – a young person, usually under age 18.

bank (p. 8) – business that lends money to borrowers and protects savings

Jim Crow laws (p. 9) – laws that separated black and white people in public places

producer (p. 9) – people who use resources to make goods and services for consumers

consumer (p. 9) – person whose wants are satisfied by using goods and services

opportunity cost (p. 10) – the thing that is given up when making a choice

economic choice (p. 10) – a decision to pick a good or service among many possibilities

(VOCABULARY, continued from previous page)

save (p. 10) – putting away money in a safe place to spend later

loan (p. 11) – giving money with the understanding it will be repaid later

interest (p. 11) – payment for the use of borrowed money; interest is paid by borrowers to lenders and savers of money

deposit (p. 11) – the amount of money someone is putting into a bank

poll taxes (p. 12) – money people had to pay to vote; now illegal in the United States

3. WORD STUDY

☞ **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 examples in the story: (p. 8) behind this door, in the home (p. 9) in

1902, in a bank, in 1888, in America, at the same restaurants, to the same schools, of America’s, for blacks (p. 10) around here, between buying a whistle, three cookies or a lollipop, in your new bank (p. 11) of St. Luke, to the new St. Luke Penny Savings Bank, from the first man’s savings account, for managing money, from New York, in your bank, at Maggie Walker’s bank, in a hole

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.

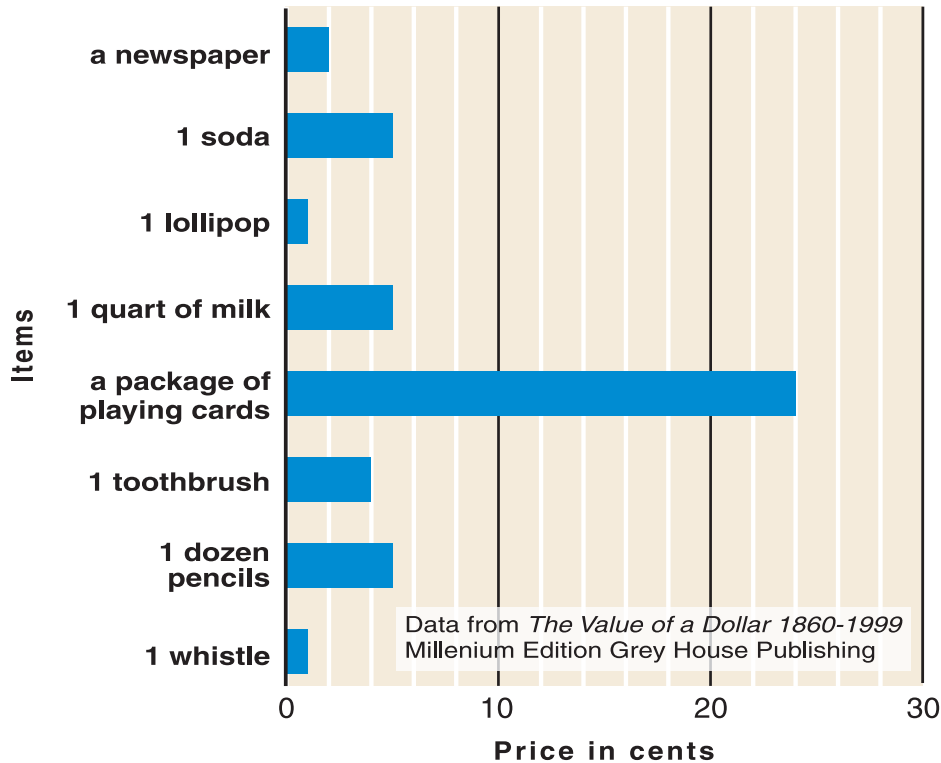
5. RESPOND/ASSESS

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.

COST EFFECTIVE

Read this graph to answer questions 1-3 about the cost of some common items around 1902.

Price of items around 1902



1. If you had a nickel, which item could you NOT buy?

- A playing cards
- B pencils
- C quart of milk
- D whistle



2. If you received an allowance of 10 cents a week, and each week you bought one soda, how long would it take you to save enough to buy a package of playing cards?

3. If your mother gave you a quarter to buy milk, would you have enough to buy a gallon?

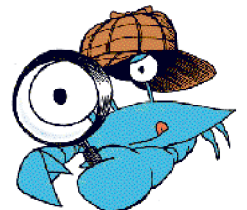
4. A baseball costs 90 cents. If you put 75 cents toward the purchase of a baseball, how much more would you need to save before you could buy it?

- F 90 cents
- G 15 cents
- H 10 cents
- J 5 cents



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ANSWERS:

1. A; 2. 5 weeks [10-5=5 and 5 x 5=25 (1 cost)]; 3. Yes [4 qts.=1 gal, and 4 x 5=20 cent]; 4. G

FIGURATIVE LANGUAGE

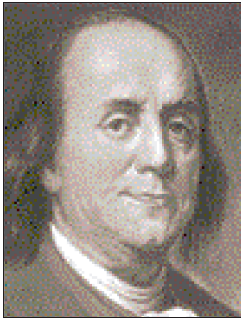
From generation to generation, people pass down sayings that explain how they feel about a situation. Some sayings are “good sense” remarks that remind us of the truths in life. Many adults use popular sayings to teach their children values.

In Chester’s cartoon, Maggie Lena Walker uses a saying to explain her actions to provide better choices for young people. She says, “Just as the twig is bent, the tree’s inclined.” In this saying, the twig refers to a child, and the tree to an adult. She wants people to see that you have to form children while they are young if they are to grow to be upright citizens.

The following famous people have been credited with famous sayings that have endured over the years. Read each saying and write in your own words what you think it means. Ask your parents, grandparents, teachers, or another adult if you are right. Have fun!

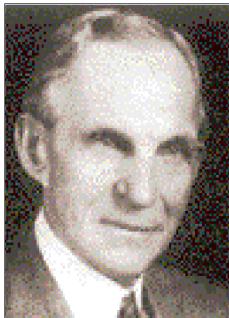


Winston Churchill said, “Kites rise highest against the wind; not with it.”



Ben Franklin said, “Well done is better than well said.”

Franklin also said, “Little strokes fell great oaks.”



Henry Ford said, “Whether you believe you can do a thing or not, you are right.”

MAGGIE LENA WALKER QUESTIONS

- 1. A _____ is a place for people to keep their money and have it gain interest instead of spending it.**
 - A deposit
 - B organization
 - C interdependence
 - D bank
- 2. All of the following are prepositional phrases *except* —**
 - F from my bank account
 - G for managing money
 - H to the same schools
 - J in 1903
- 3. Buying three cookies instead of a whistle or lollipop is an example of —**
 - A producer
 - B opportunity cost
 - C deposit
 - D economic interdependence
- 4. “You might want to save your money to buy something more expensive later.” Which word below has the same meaning as the word “expensive?”**
 - F fancy
 - G cheap
 - H costly
 - J price
- 5. Laws which kept black people and white people separate were called —**
 - A Booker T. Washington laws
 - B Jim Crow laws
 - C St. Luke laws
 - D Harry Byrd laws
- 6. What is this story *mainly* about?**
 - F The way to make an economic choice.
 - G Why Maggie Walker created a bank
 - H How banks make interest payments
 - J How Maggie Walker became rich

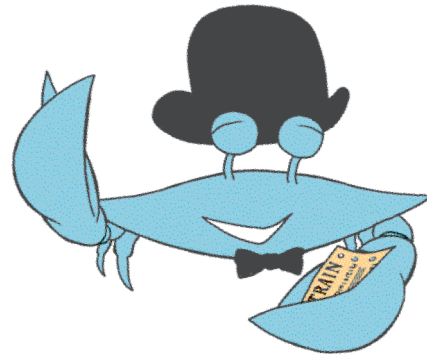


HARRY F. BYRD SR.

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 famous Virginians, such as politician Harry F.

Byrd Sr. His brother flew an airplane over the South Pole. What interesting thing has your brother or sister done?”

➤ **Take** a picture walk through the third story, “Harry Byrd,” 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)

poll tax (p. 14) – money people had to pay to vote; now illegal in the United States

General Assembly (p. 14) – the law-making part of Virginia’s state government

governor (p. 14) – the chief executive of a state, such as Virginia

integration (p. 15) – the mixing of people without regard to their race, age or religion

states’ rights (p. 15) – the belief that states have powers the federal government cannot overrule; the South saw states’ rights as protection against federal orders

civil rights (p. 15) – the African-Americans’ struggle for legal equality became a mass movement in the 1950s and 1960s

Massive Resistance (p. 16) – Southern strategy to resist federal court orders to integrate public schools and other public places; plan to close public schools rather than mix races

(VOCABULARY, *continued from previous page*)

Supreme Court (p. 17) – final court, to which appeals of earlier court decisions are made

senator (p. 18) – member of the United States Senate, in which there are two representatives for each state

amendment (p. 18) – addition or change to a document, such as the U.S. Constitution

Constitution (p. 18) – agreement that established for the United States a federal system of government based on power shared between the national and state governments

discrimination (p. 18) – treating people differently based only on their skin color, age, religion or other simplistic factors

3. WORD STUDY

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

☞ **Point** to examples in the story: (p. 14) I’ll, won’t, it’s. **ASK:** “**What two words are in the contraction I’ll? How about the contraction won’t?**” Do the same for: (p. 15) we’ll (p. 16) don’t (p. 17) can’t

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

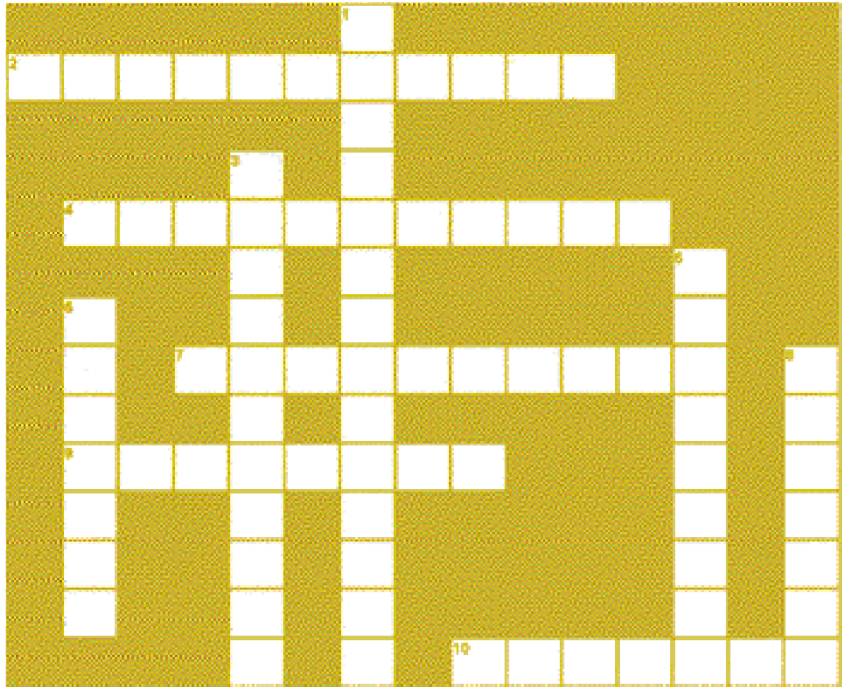
After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 17 of this guide.

LANGUAGE ACTIVITY

MIXED MEANINGS

DIRECTIONS:

Fill in this crossword puzzle, using terms from this week's Chester story about Virginia politician Harry Byrd.



ACROSS:

2. The rights of all people to be treated equally under the law
4. The bringing together of different groups of people; the elimination of racial segregation
7. Massive _____. When a large group of people refuse to go along with a government order.
9. _____ but Equal. The ruling that said different public areas for blacks and whites was OK.
10. To take an active stand against someone or something, showing disapproval.

WORD BANK:

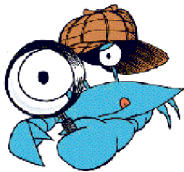
- | |
|----------------|
| SEGREGATION |
| CIVIL RIGHTS |
| PREJUDICE |
| DISCRIMINATION |
| BOYCOTT |
| RESISTANCE |
| SEPARATE |
| MASSIVE |
| INTEGRATION |
| PROTEST |

DOWN:

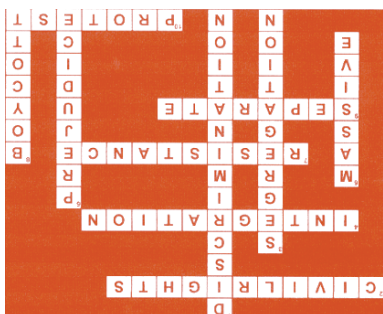
1. The unfair difference in the treatment of people.
3. Separation; the act of keeping one group of people from other groups.
5. An unfair opinion formed without careful thought.
6. _____ Resistance.
8. To refuse to buy, sell, or use any goods as a protest.

TEACHERS!

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



ANSWER:

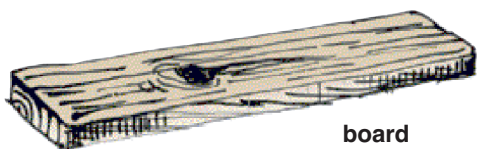


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AROSE BY ANY OTHER NAME

Homonyms are words that sound the same when you read them out loud. But they have two different meanings and usually two different spellings as well. For example, “their” and “there” sound alike. Both are correct in the different sentences. “Their” means belonging to them, and “there” shows a place.

Here are some words from Chester’s story that have (at least) two meanings and spellings. Highlight the words as Chester has used them, then think of a homonym for each word. Discuss (or look up) the different meanings.



board
to
in

poll
for
we’ll

rights
I
tax



BIOGRAPHY RIDDLES

Read biographies (or biographical sections from your social studies books). Write riddles that give clues about the subjects. See if your family or friends can guess the answers. Make cards with the information on one side and answers on the other.

Some suggested people include:

4TH GRADE: Woodrow Wilson, L. Douglas Wilder, Robert E. Lee, Patrick Henry, Thomas Jefferson, Arthur Ashe

5TH GRADE: Benjamin Franklin, Ulysses S. Grant, Jefferson Davis, Frederick Douglass, Lord Cornwallis



POP QUESTIONS:

1. “Harry and I herd the birds.” This sentence should be written:

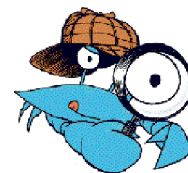
- A Harry and I herd the birds.
- B Harry and me heard the birds.
- C Harry and I heard the birds.
- D as it is

2. Chester wrote this true story about Harry F. Byrd Sr. That means it is --

- F a folktale
- G a biography
- H an autobiography
- J fiction

TEACHERS!

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



ANSWERS:

Pop questions: 1. C, 2. G
Homonyms: bored, two
writes, eye, tacks
(or fore in golf), wheel,
(or too), inn, pole, four

HARRY F. BYRD SR. QUESTIONS

- _____ are protections and privileges given to United States citizens.
 - Declarations
 - Rights
 - Government resources
 - Jury trials
- To treat a person differently because of his or her appearance is called —
 - Massive Resistance
 - integration
 - discrimination
 - transportation
- Which of the following is *not* a contraction?
 - it's
 - won't
 - didn't
 - Kaiesha's
- “Pay as you go” describes Harry Byrd’s ideas for —
 - buying lunch
 - running a Democratic political machine
 - protesting federal court decisions
 - building roads and bridges
- This Chester story is a(n) —
 - folktale
 - biography
 - myth
 - autobiography
- What would be another good source of information about Harry Byrd?
 - thesaurus
 - petition
 - old Virginia newspapers
 - CD liner notes

CHAPTER
4

ARTHUR ASHE

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 famous Virginians, such as Arthur Ashe. He

used his celebrity as a tennis player to help change the world around him. What sports do you like to play?”

Take a picture walk through the fourth story, “Arthur Ashe,” 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)

tennis (p. 20) – game in which players use a racket to hit a rubber ball over a net

Richmond (p. 20) – capital of Virginia; capital of the Confederate states in the Civil War

integration (p. 21) – mixing of people in public places without regard to race, age, etc.

declare (p. 21) – to announce publicly

apartheid (22) – legal system of strict racial segregation, as practiced in South Africa

Olympics (p. 22) – sports competition between nations; held every four years

Vietnam War (p. 22) – fought on the east coast of Indochina, mainly from 1963 to 1972

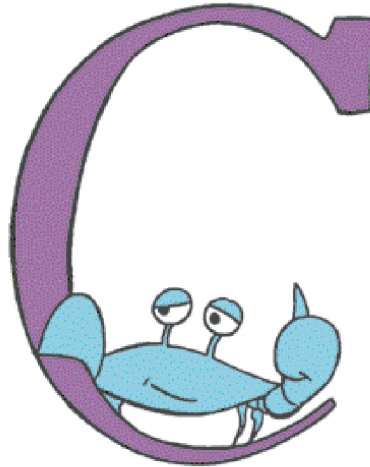
infusion (p. 24) – to fill, to give, as in putting new blood into someone’s bloodstream

AIDs (p. 24) – Acquired Immune Deficiency Syndrome; leads to cancer, pneumonia, etc.

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. 20) skinny, shy, younger, best, small, quick, calm, polite (p. 21) great, many, best, better, big, any (p. 22) older, better, first, tricky, many, bad, worse (p. 23) best, most, first, only, two, six, faster, soft (p. 24) stronger, new, discriminatory, infected, big



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.

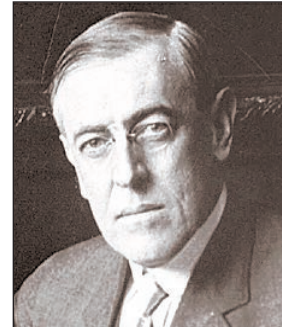
MAKE ME A MARKER

Sometimes people create statues to honor important people. The statue helps us remember what that person accomplished and inspires others to achieve their goals.

Find out why each 20th century Virginian listed below is famous. What did he or she do to become well known?



L. Douglas Wilder



Woodrow Wilson



Arthur Ashe



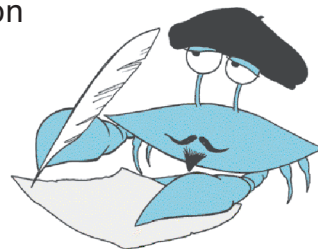
Maggie Lena Walker



Harry Byrd

After your research, select one person and create a statue or plaque to commemorate the achievements of your 20th-century Virginian. Be sure to include birth date, date of death (if applicable), and the year of his or her accomplishments.

Pick a special place in your home or classroom to display your tribute.



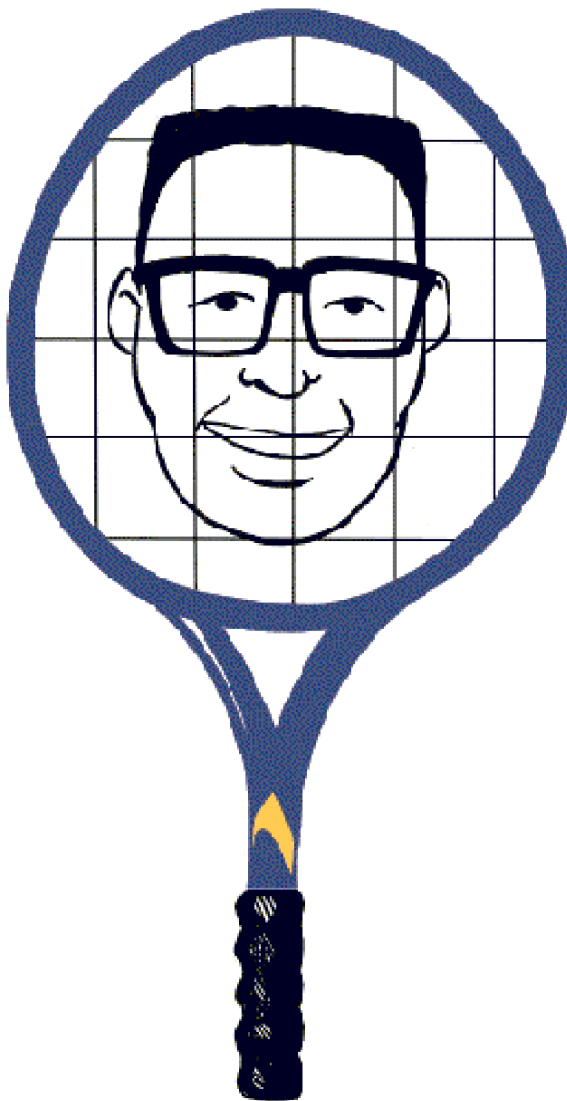
GRAPHITE GRAPHIC

Grids help us organize information. Once we organize information, we can break it into smaller pieces that are easier to understand or use.

Here is an example. You may not think you can draw as well as your friends or your favorite crab cartoonist. You'll be amazed at the results if you put the picture on a grid and copy one box at a time!

DIRECTIONS

Start at the top of the racket with Arthur Ashe's face. When you come to a box with some drawing lines inside, find the same box on the blank racket and copy those lines as best you can.



Continue to do this one box at a time, and by the bottom you should have a close copy of Arthur Ashe.

ARTHUR ASHE QUESTIONS

1. Arthur Ashe was born in which Virginia city?

- A Norfolk
- B Lynchburg
- C Winchester
- D Richmond

2. An autobiography is —

- F the story of a person's life written by someone else
- G a report on current events
- H the story of a person's life written by that person
- J a listing of synonyms for words

3. Arthur Ashe was one of the world's best tennis players in what era?

- A 1955-1965
- B 1965-1955
- C 1975-1985
- D 1965-1975

4. "South Africa has apartheid, which separates blacks and whites." Which word means the same as "apartheid?"

- F integration
- G segregation
- H explanation
- J inflammation

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 Arthur Ashe, Champion On and Off the Court
- G Arthur Ashe and AIDs
- H How Arthur Ashe beat Jimmy Connors
- J Tennis Manners for Everyone

THE 5 Ws AND H

Main Idea:

WHO IS THIS STORY ABOUT?

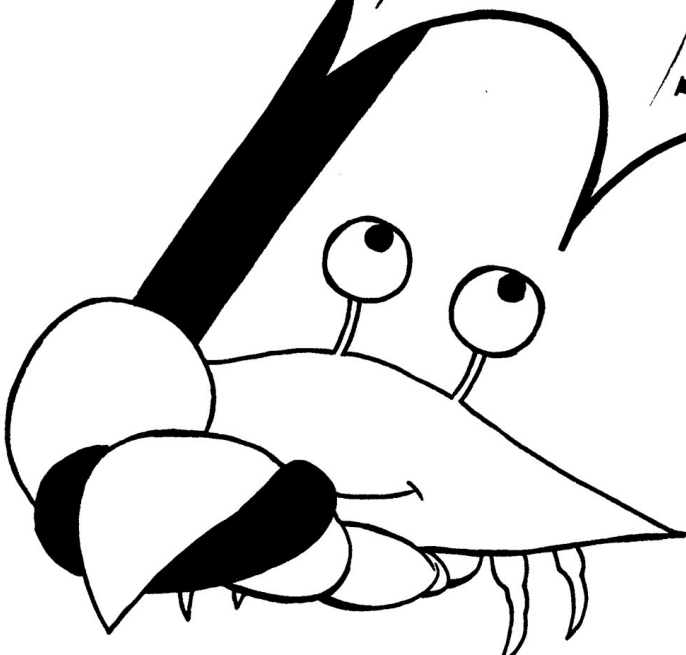
WHAT HAPPENS?

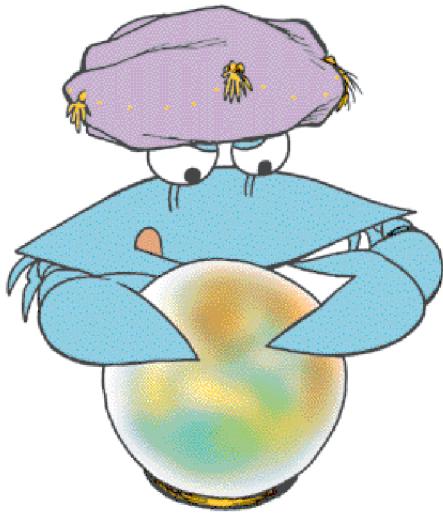
WHERE DOES IT HAPPEN?

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 VITAL VIRGINIANS

INVENTIONS

p. 7

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

MAGGIE WALKER

p. 12

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

HARRY BYRD

p. 17

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

ARTHUR ASHE

p. 22

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

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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VITAL VIRGINIANS

Standards correlation

National Council for History in the Schools

National Curriculum Standards

Grades K-4 – Strand 1B

Grades 3-4 – Strand 8A

California

History-Social Science – 1.6 / 3.5 / 8.7

Florida Sunshine State Standards (SSS)

Social Studies – Grades 6-8: SS.D.1.3,
SS.D.2.3

Georgia Quality Core Curriculum (QCC)

Social Studies – Grade 2: Economics 6 /
Grade 4: Economics 4, History 26 / Grade 5:
History 24

Maryland Voluntary State Curriculum

Social Studies – Grade 8: Political Science 4c

Missouri School Improvement Program

Grade-level expectations

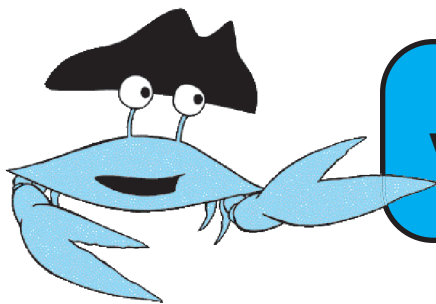
Social Studies – Grades 9-12: US History

North Carolina

Social Studies – Grade 5: Goal 5, Goal 4

Virginia Standards of Learning (SOL)

History-Social Science – VS.5; VS.8; VS.9



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to younger readers lulled to
complacency by standardized rote.*

- Andy Kegley
The Roanoke Times

