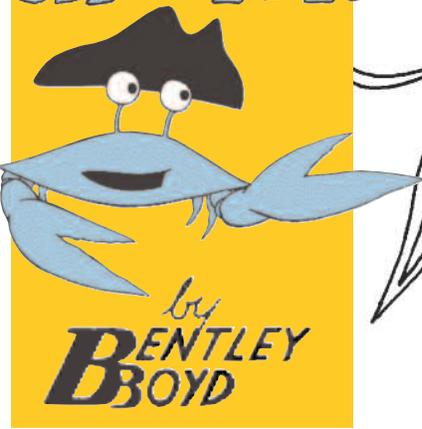
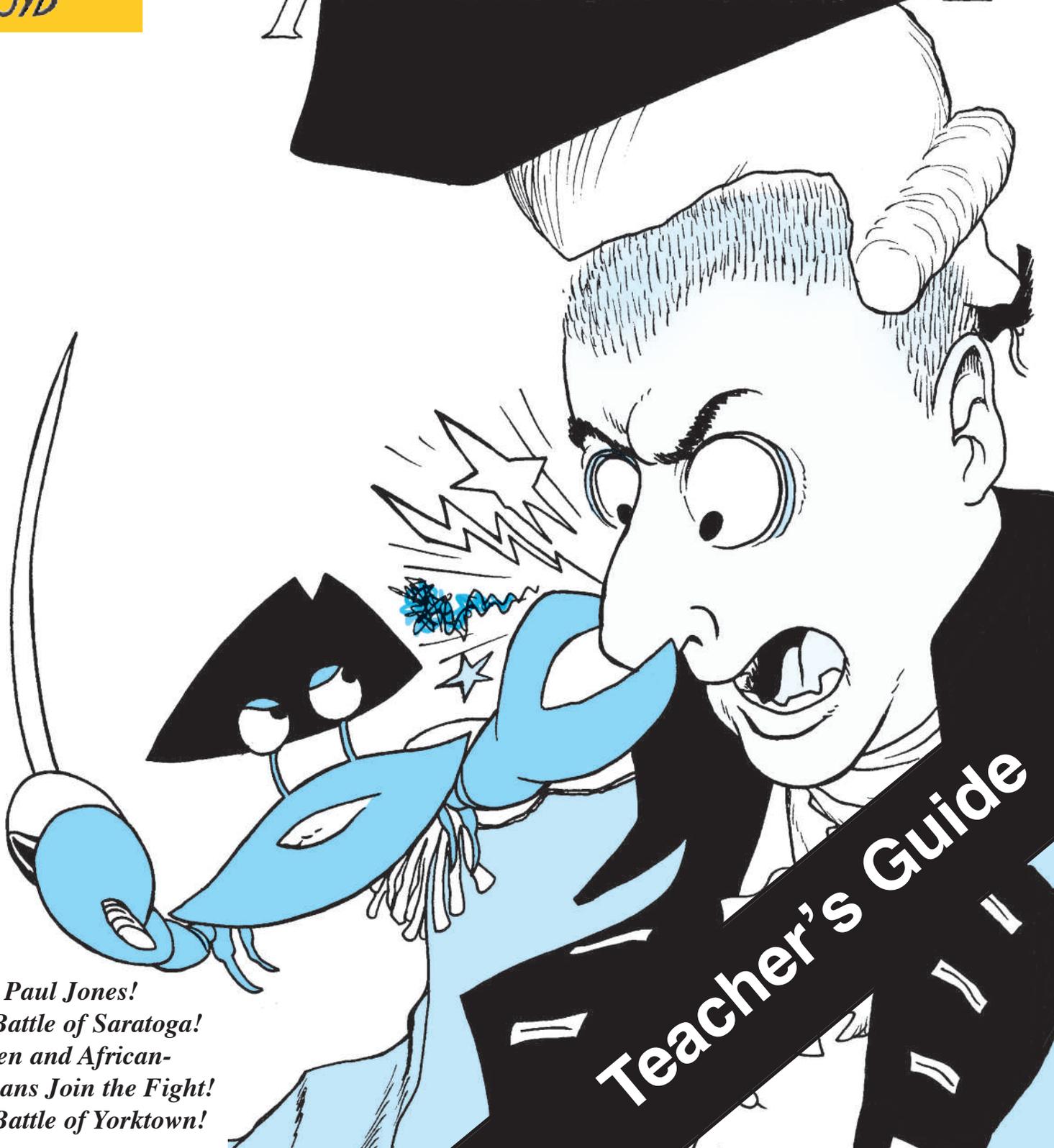


CHESTER

COMIX WITH CONTENT



WAR for INDEPENDENCE



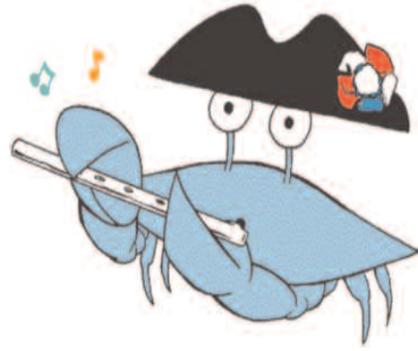
- * *John Paul Jones!*
- * *The Battle of Saratoga!*
- * *Women and African-Americans Join the Fight!*
- * *The Battle of Yorktown!*

Teacher's Guide

Teacher's Guide for

WAR FOR INDEPENDENCE

Chester's Comix With Content series



Dear Teacher:

Chester the Crab's "War for Independence" 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 "War for Independence," 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 "War for Independence" 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 **JOHN PAUL JONES** reading strategies, activities, test
- p. 8 **REVOLUTIONARY WOMEN** reading strategies, activities, test
- p. 13 **THE BATTLE OF SARATOGA** reading strategies, activities, test
- p. 18 **SOUTH TO YORKTOWN** reading strategies, activities, test
- p. 23 Details Umbrella
- p. 24 Predictions sheet
- back Question answers; other titles in this series

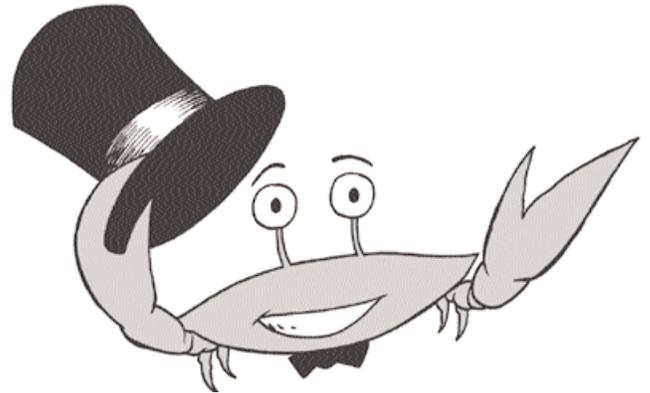
COMIX IN THE CLASSROOM

Comic books are a lively way to teach reading to both low-skill and high-skill readers. In an era of endless electronic stimulation, comics pull students back to the **printed word** and teach them **sequence** - certain actions lead to other actions.

Comix are a unique American art form. They are not a chapter book (all text) and not a movie or TV show (usually all visual) but a careful mix of text *and* visuals. This is why they do not deserve their reputation as simple, “dumbed down” material. The pictures illustrate vocabulary that is on par with adult books and just below magazines and newspapers (*American Educator*, Spring/Summer 1998).

Low-skill readers enjoy the way color and action make the pictures part of the story. These readers can use the visual clues to find the meaning of the story and learn the complicated **vocabulary** and concepts on which they will be tested. For example, Chester uses pictures of aliens to teach “inalienable rights.” An image of George Washington on a surfboard reinforces the idea that as president he had to carefully balance between the first two political parties in America. A 1988 study found that 70 percent of fifth-graders spend fewer than 10 minutes a day reading outside of school. Comix help these students cross the “reading to learn” barrier, giving them something fun they will *choose* to pick up and read.

High-skill readers are also engaged by comix. **Predicting** is a key component of comix; it happens between each panel. The white “gutter” between panels creates undefined space. This space makes a comic story interactive: Its plot will not move forward without the reader providing their own details and predictions in the jump from one panel to the next. “In the limbo of the gutter, human imagination takes two separate images and transforms them into a single idea” (Scott McCloud, *Understanding Comics*, 1993). There are also fun **details** inside the panels themselves. Will readers catch the joke behind the name of the colonial coffee shop? What about the song Chester sings at the end of an episode? Hey, Nathaniel Bacon’s gravestone has a frying pan on it!



Chester’s stories are usually told in five pages. Each page makes a substantial daily lesson and leaves students room to predict the next part of the story for the next day.

READING SKILLS FROM COMICS

Main idea	Noting details	Predicting outcomes
Sequencing	Author’s purpose	Fact vs. opinion
Vocabulary	Cause/Effect	Figurative language

PARTS OF A CHESTER COMIX PAGE

Take a picture walk through each page before you read a Chester story. Point to the elements of each page and ask students why some repeat. Note what is different. This prepares students for successful reading.

PANEL

Panels divide a comic page into separate places or moments in time. Panels are usually read from left to right, top to bottom. When in doubt, follow the flow of the text. (Make sure to read all text inside a panel before moving to the next panel!)

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.

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.

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!

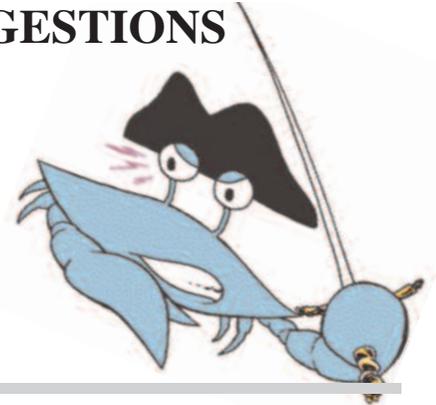


JOHN PAUL JONES

READING STRATEGY SUGGESTIONS

SKILLS

Fact and Opinion Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. 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 battles of the American Revolution.”

Who were some of the people who fought for our freedom?”

Take a picture walk through the first story, “John Paul Jones,” 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)

Benjamin Franklin (p. 2) – Philadelphia inventor and ambassador for America

independence (p. 2) – freedom from the control of another person or government

Continental Congress (p. 2) – meeting of delegates from all 13 American colonies; discussed problems with Britain and eventually promoted independence in 1776

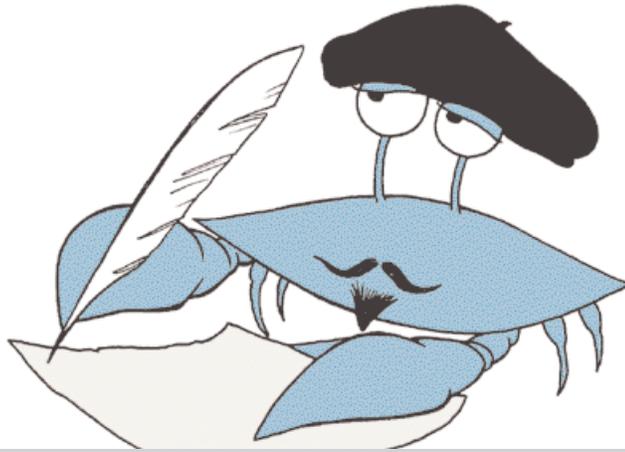
Thomas Jefferson (p. 2) – Virginian (1743-1826) who was third president of the United States; wrote the *Declaration of Independence*

flag (p. 3) – cloth with a pattern and colors meant to symbolize a group or country

port (p. 3) – a city with a harbor where ships load and unload cargo

trade (p. 4) – the exchange of goods or services, as between two countries

surrender (p. 4) – to give up control of oneself to another, usually when being forced



3. TEACHING POINT

☞ **Read** a page in the story. **Point** out the statements of fact and statements of opinion in the story. **SAY:** “A fact is something we can prove is true. An opinion is a belief that cannot be proved. Can you find facts and opinions among the words of this story?”

☞ **Point** to examples in the story: (p. 2) “I carry a letter for you” and “He is a good man”; (p. 3) “He was born in Britain” and “We need a flag so our friends at sea see we are not pirates;” (p. 4) “I count seven ships” and “This is dumb.”

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 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 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.

ENGLISH ACTIVITY

SENTENCING

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

DECLARATIVE

These sentences are statements and end in periods.

Example: The "Friendship" delivers wool to Barbados.

INTERROGATIVE

These sentences ask questions and end in a question mark.

Example: Excuse me, sir, is this the "Friendship"?

IMPERATIVE

These sentences are orders and end in a period or an exclamation point, depending on the feeling.

Example: Scrub this deck.

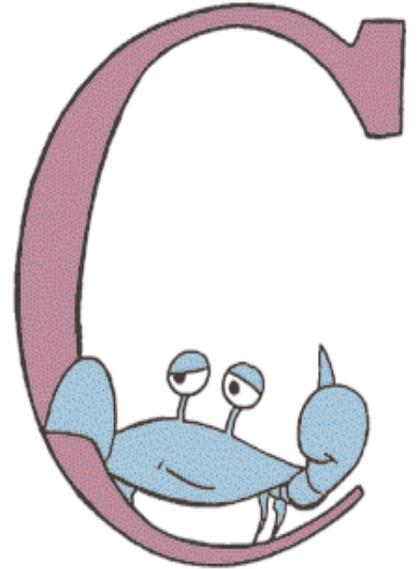
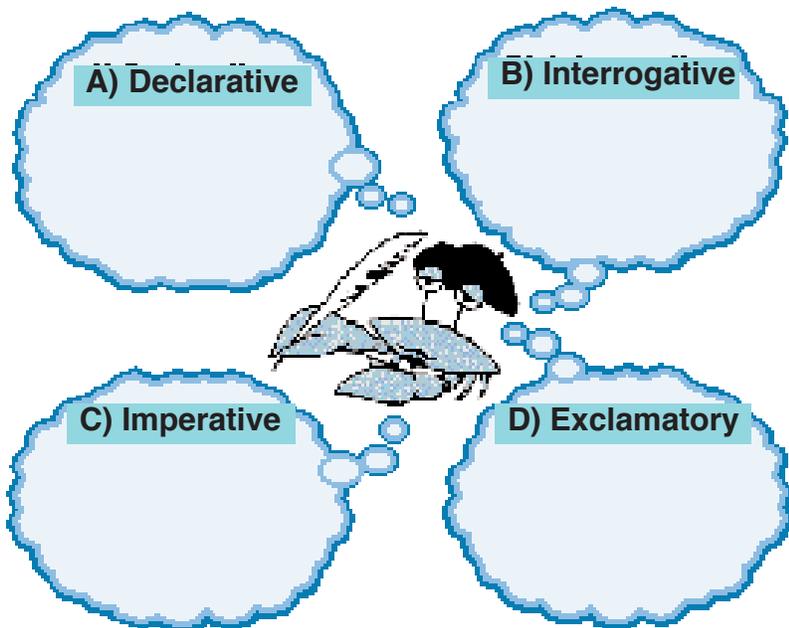
EXCLAMATORY

These sentences show strong feelings and end in an exclamation point.

Example: I ... I cannot do any more of this!

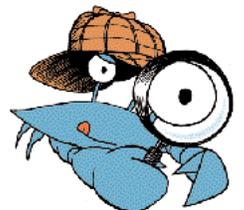
Classify these sentences by putting them in the correct thought bubble.

- 1 Did you see any snow this year?
- 2 It's hot outside!
- 3 The weather forecast calls for rain.
- 4 Pick up your room.



TEACHERS!

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



ANSWERS:

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

HISTORY ACTIVITY

WHO SAID THAT?

Match each quote or slogan to the person or thing with which it is associated.

1. Remember the Alamo!



A. Abraham Lincoln

2. *E Pluribus Unum*



B. John F. Kennedy

3. Fourscore and seven years ago, our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.



C. Neil Armstrong



E. Dollar bill

4. Mother of Presidents

5. The British are coming!



F. Paul Revere



D. Ronald Reagan

6. Ask not what your country can do for you – ask what you can do for your country.

7. One small step for man, one giant leap for mankind.



H. Virginia

8. Mr. Gorbachev, tear down this wall!



G. Martin Luther King

9. I have a dream.

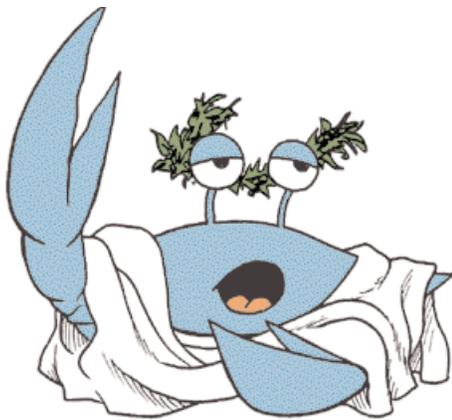


I. Texas

10. I know not what course others may take, but as for me ... Give me liberty or give me death!

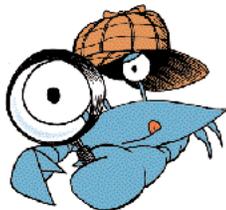


J. Patrick Henry



TEACHERS!

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ANSWERS:

1. I; 2. E; 3. A; 4. H; 5. F; 6. B; 7. C; 8. D; 9. G; 10. J

JOHN PAUL JONES QUESTIONS

1. John Paul Jones was born in ---

- A England
- B Virginia
- C Scotland
- D France

2. John Paul Jones is nicknamed ---

- F “Father of the American Revolution”
- G “The Great Ranger”
- H “Bonnie Prince John”
- J “Father of the American Navy”

3. “Congress picks a new flag design. Jones flies it on a new warship, *The Ranger*.” Which of these sources would help the author find another word to use instead of using “new” twice?

- A thesaurus
- B encyclopedia
- C world atlas
- D rhyming dictionary

4. “Franklin wrote *Poor Richard’s Almanac*.” In this sentence from the story, which word has the same vowel sound as poor?

- F door
- G sewer
- H to
- J flour

5. “The other ships in our squad are not following your orders, captain!” Which word below has the same meaning as the word “squad?”

- A vegetable
- B police department
- C headquarters
- D group

6. What is this story MAINLY about?

- F The reason John Paul added “Jones” to his name
- G John Paul Jones’s use of the earliest American flags
- H John Paul Jones’s sea fights for American independence
- J John Paul Jones’ friend, Ben Franklin

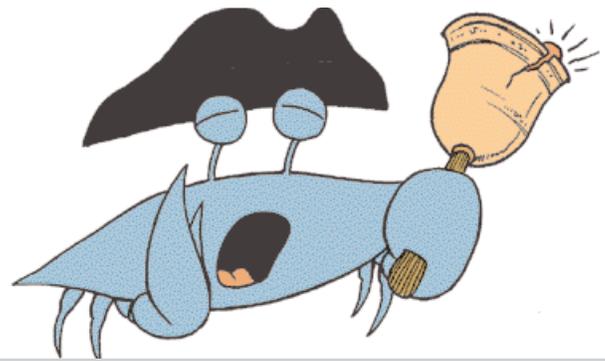
CHAPTER 2

REVOLUTIONARY WOMEN

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 battles in the American Revolution. Do

you think the war affected people who were not soldiers on the battlefield?”

Take a picture walk through the second story, “Revolutionary Women,” 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 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)

rural (p. 6) – set in the countryside among farms and low population

redcoats (p. 6) – nickname for British soldiers during the American Revolution

scarce (p. 6) – rare; scarcity results when limited resources, goods, and services cannot match unlimited demand for them

militia (p. 7) – volunteer soldiers who usually guard a certain town or area

Paul Revere (p. 7) – Boston patriot who warned colonists of British attacks in the early days of the American Revolution

Quaker (8) – member of the Society of Friends religion, known for non-violence



3. WORD STUDY

Read p. 6 or 9 in the story. Point out the **compound words** in the story. **SAY:** “A compound word is a word made by putting together two smaller words. Can you find some in the story?”

Point to examples in the story: (p. 6) redcoats, doorsteps; (p. 9) wherever, rag-tag.

4. READ THE STORY FOR WRITING PROMPTS

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

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

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

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

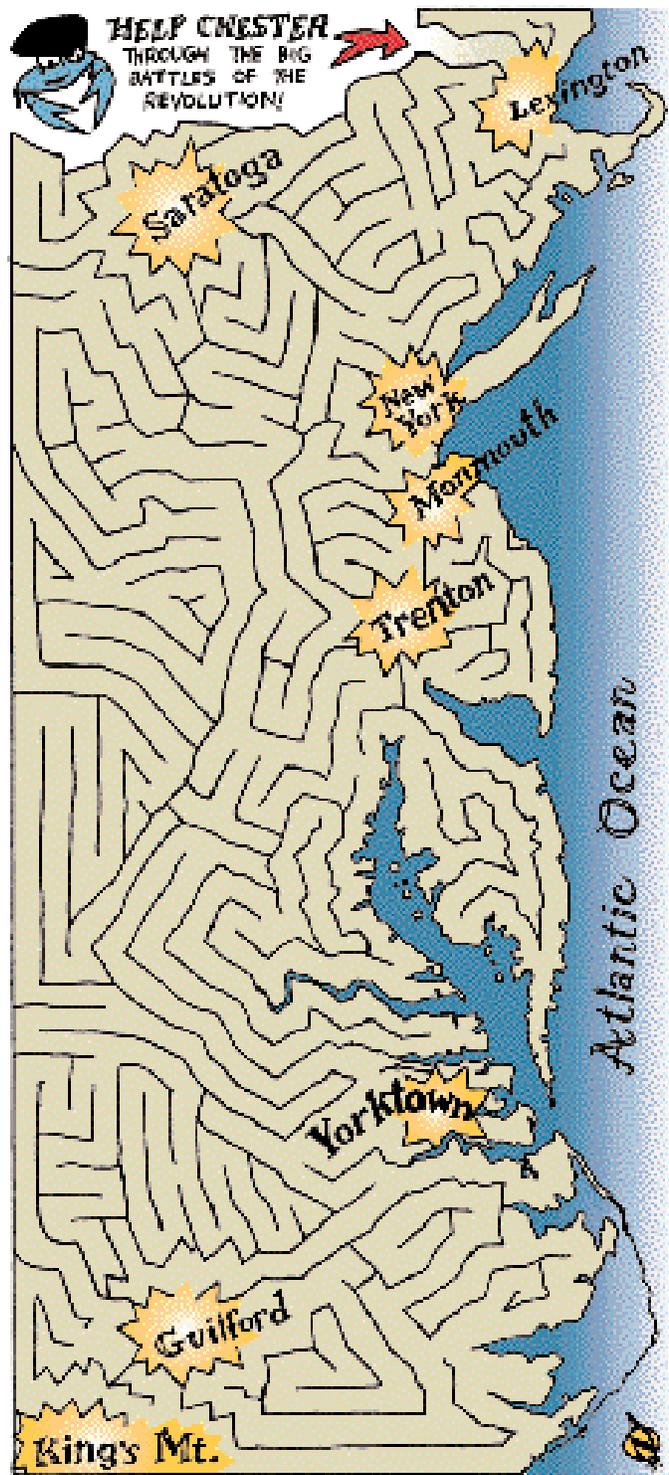
Read a page. **ASK:** “What is the most important idea is on this page? What details support this main idea? Let’s write them on the umbrella.”

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

5. RESPOND/ASSESS

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

AMAZING JOURNEY



Find information about Betsy Ross:

Check out these books at your local or school library:

Betsy Ross. Alexandra Wallner. Ages 5 to 8.

Betsy Ross, Patriot of Philadelphia. Judith St. George. Ages 8 to 11.

Betsy Ross, Little Rebel. Daisy Newman. Ages 9 to 11.

Betsy Ross: Designer of our Flag. Ann Weil. Ages 9 to 12.

A Flag for Our Country. Eve Spencer, Alex Haley, Mike Eagle. Ages 9 to 12.

HISTORY ACTIVITY

READ TO ME

Read about **Mercy Otis Warren** and answer the questions.

Mercy Otis Warren was born in West Barnstable, Mass., in 1728. She is considered to be the first published woman author in the United States. She became the first woman advocate of civil liberties. Because of all her hard work, she is sometimes known as the “First Lady of the American Revolution.”

Mercy Otis Warren’s writings were very political. She often wrote about the cause for independence. Included in her writings was a pamphlet that criticized a draft of the U.S. Constitution. This pamphlet pointed out that the Constitution lacked a bill of rights, provided no term limits for elected officials, and provided no safeguards against a standing army.

Mercy Otis Warren was forced to publish most of her works anonymously because of the restraints upon women of her time. Among her most noted works was a play entitled “The Group” and a three-volume work named “The History and Rise of Progress and Termination of the American Revolution.” This was the first published history of the Revolution.

1. What kind of story is this?

- A folktale
- B mystery
- C biography
- D myth

2. The author probably wrote this article to

- F tell an amusing story about the Revolution.
- G describe a writer during the Revolutionary War
- H persuade people to become writers.
- J describe what the Revolution was about.

3. The author included the first paragraph because it

- A proves that there was a revolution.
- B gives the author’s opinion about the year 1728.

- C tells where Mercy Otis Warren was born.
- D tells why Mercy Otis Warren was famous.

4. The author uses the word woman twice. Which of these would help the author find another word to use?

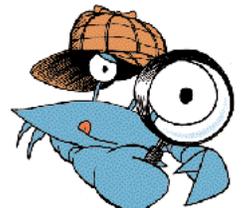
- F world atlas
- G thesaurus
- H encyclopedia
- J rhyming dictionary

5. As it is used in paragraph 2, the word independence means

- A freedom
- B eagerness
- C neediness
- D availability

TEACHERS!

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ANSWERS:

1. C; 2. G; 3. D;
4. G; 5. A

REVOLUTIONARY WOMEN QUESTIONS

1. The story of Molly Pitcher is a(n) —

- A autobiography
- B biography
- C legend
- D diary

2. Which of these words from the story is NOT an adjective?

- F ragtag
- G brave
- H wounded
- J founding

3. The first woman to join the American army enlisted as a —

- A man
- B spy
- C cook
- D nurse

4. “Food gets scarce. Prices rise.” Which word below has the same meaning as the word “scarce?”

- F so rotten it cannot be eaten
- G stolen by the enemy
- H thrown out
- J hard to find

5. Which of the following was a job women did NOT do for George Washington’s army in Chester’s story?

- A nurse
- B spy
- C cook
- D guard

6. What is this story MAINLY about?

- F the way women stayed out of trouble during the American Revolution
- G the way women helped win the American Revolution
- H things women had to do to protect their farms in the American Revolution
- J famous secrets of the American Revolution

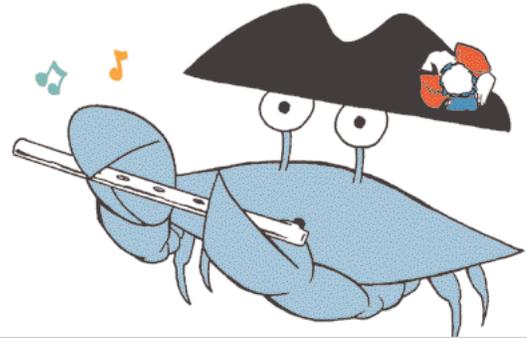
CHAPTER 3

THE BATTLE OF SARATOGA

READING STRATEGY SUGGESTIONS

SKILLS

Similies 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 battles of the American Revolution. The

Battle of Saratoga in New York was the turning point in the war. What does ‘turning point’ mean?”

Take a picture walk through the third story, “Battle of Saratoga,” 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 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)

Benedict Arnold (p. 11) – American general who joined the British army mid-way through the American Revolution; remembered as a traitor

Hudson River (p. 11) – river running north from New York City, dividing New York from the New England region

King George III (p. 11) – head of England’s monarchy government during American Revolution

John Adams (p. 12) – American patriot and second president of the United States

Continental Congress (p. 12) – meeting of delegates from all 13 American colonies; discussed problems with Britain and eventually promoted independence in 1776

(VOCABULARY, continued from previous page)

Hessians (p. 13) – German soldiers paid to fight for Britain in the American Revolution

loyalist (p. 13) – American colonists who supported Britain during the American

Revolution; many fled to Canada after America successfully gained independence

militia (p. 13) – volunteer soldiers who defend the area near their own homes

reinforcements (p. 14) – additional people or resources, as in more men for an army

3. WORD STUDY

➤ **Read** p. 13 in the story. **Point** out the **similes**. **SAY:** “An **simile** is a phrase that makes a comparison, using ‘like’ or ‘as.’ Can you find any in the story?”

➤ **Point** to examples on the page: “hungry like the wolf,” “gathering like a storm there,” and “the men are as hungry as bears.”



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

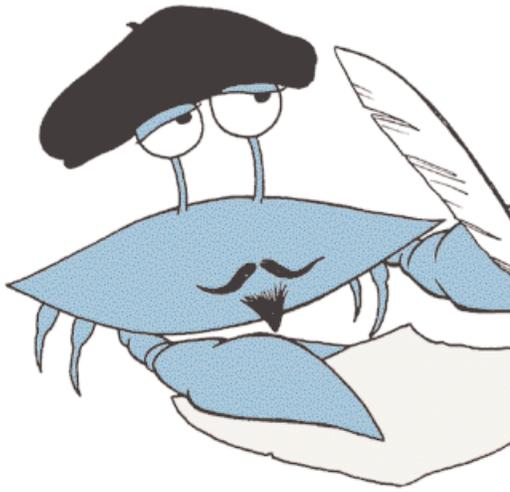
➤ **Give** students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

➤ **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. 17 of this guide.



ENGLISH ACTIVITY

AS EASY AS PIE

A **simile** is a figure of speech comparing two things using “like” or “as.” Using the pictures, complete the following commonly used similes:

1. Quiet as a

2. As quick as a

3. As cold as

4. As right as

5. As light as a

6. As soft as

7. Busy as a

8. Cuts like a

9. Red as a

10. As innocent as a

A



B



C



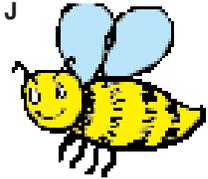
D



E



J



G



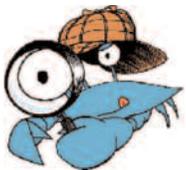
H



I



F



TEACHERS!

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ANSWERS:

1. C, 2. I, 3. G,
4. H, 5. B, 6.
A, 7. J, 8. D, 9.
E, 10. F

UPDATE AN OLD PHRASE

Make a new simile by removing the last noun and finding another noun that makes sense in the comparison.

Example: “Hungry as a bear”

Remove “bear” and insert a different noun to make “Hungry as my older brother, Eric.”

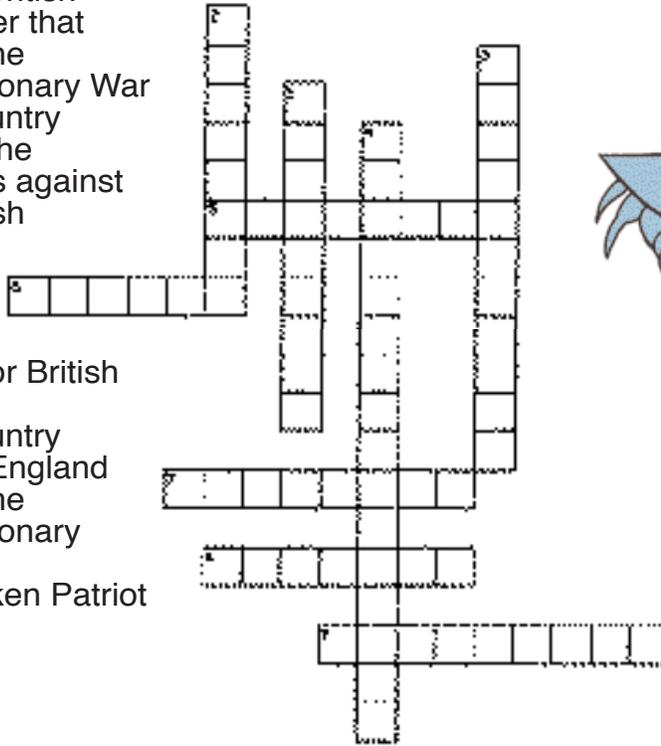
ENGLISH ACTIVITY

CROSSED SWORDS

Complete the following crossword puzzle using terms from this week's episode as well as your knowledge of the American Revolution.

ACROSS

- Site of British surrender that ended the Revolutionary War
- This country helped the colonists against the British



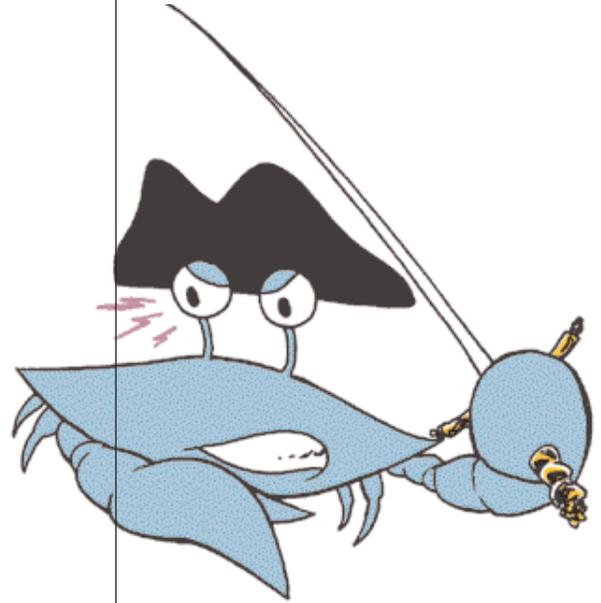
- Name for British soldiers
- This country helped England during the Revolutionary War
- Outspoken Patriot leader

DOWN

- British king during the Revolutionary era
- Name of British general known as "Gentleman Johnny"
- Name of fort called the "Rock of the North"
- Turning point in the American Revolution

WORD BANK

Ticonderoga
Yorktown
redcoats
John Adams
George III
Burgoyne
Germany
France
Battle of
Saratoga



Across
5. Yorktown
6. France
7. Redcoats

8. Germany
9. John Adams
Down
1. George III

2. Burgoyne
3. Ticonderoga
4. Battle of Saratoga

ANSWERS:

TEACHERS!

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THE BATTLE OF SARATOGA QUESTIONS

- 1. America's victory in the Battle of Saratoga convinces what nation to help the colonists?**
 - A England
 - B France
 - C Canada
 - D Scotland

- 2. The Hudson River Valley includes all these places EXCEPT —**
 - F Boston
 - G Albany
 - H Saratoga
 - J Fort Ticonderoga

- 3. To give secret orders in the woods, Daniel Morgan made the sound of a —**
 - A bear
 - B wolf
 - C turkey
 - D chicken

- 4. "British General Johnny Burgoyne launches his attack on the water route." Which word means the same as "launches?"**
 - F swamps
 - G blasts
 - H leaves
 - J begins

- 5. If Chester says, "I am as swift as an eagle," he is using a(n) —**
 - A contraction
 - B simile
 - C homonym
 - D interjection

- 6. What would be another good title for this story?**
 - F How Americans Won the Battle of Saratoga
 - G The Battle of Saratoga: Hessian Attack!
 - H The Battle of Saratoga from the American Indian Point-of-View
 - J Benedict Arnold Saves the Hudson Valley



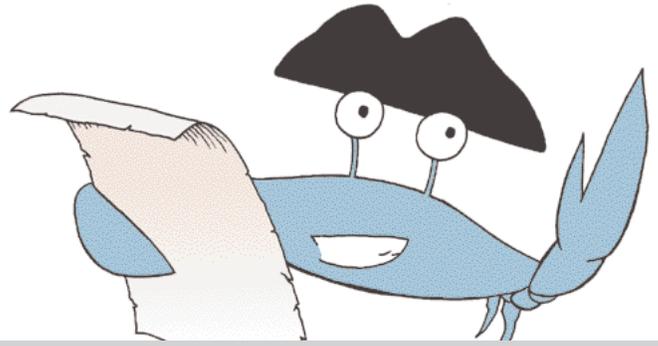
SOUTH TO YORKTOWN

READING STRATEGY SUGGESTIONS

SKILLS

Suffix
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 battles in the American Revolution. Do

you know what battle ended this war? Where was it?”

Take a picture walk through the fourth story, “South to Yorktown,” 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 on a table face down for students to play a matching or **memory game**.)

Tell students on which page of the story 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)

militia (p.17) – volunteer soldiers who guard the region around their homes

Valley Forge (p.17) – Pennsylvania winter camp for American army

slave (p.17) – a person owned as a piece of property for their whole life, with no rights

Battle of Monmouth (p.17) – New Jersey clash; last major battle fought in the northern half of the colonies during the American Revolution

Benedict Arnold (p.19) – American general who joined the British army mid-way through the American Revolution

Thomas Jefferson (p.19) – Virginian author of *Declaration of Independence*; third U.S. president

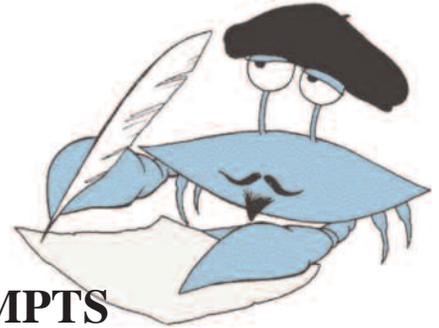
(VOCABULARY, *continued from previous page*)

Lord Cornwallis (p. 19) – British general during the American Revolution; lost Yorktown
James Armistead (p. 20) – Virginia slave who spied on British for the American army
allies (p. 23) – friends in battle; nations which cooperate with each other
surrender (p. 24) – to give up control of oneself to another, usually when being forced

3. WORD STUDY

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

☞ **Point** to examples in the story: (p. 17) recruitment, northern; (p. 20) beaten, sneaky, servant; (p. 21) quickly; (p. 22) gunner; (p. 23) important, American; (p. 24) powerful.



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.

MATH ACTIVITY

SHOOTING CANNONS



Thomas Nelson's house in Yorktown



BOOM BOOM BOOM BOOM

Using information from p. 22 in Chester's comic, make a bar graph to illustrate how many cannons each side had, using the form below:

	50	100	150	200	250	300	350
AMERICANS AND FRENCH							
BRITISH							

OUTNUMBERED!

Use this form to make a pictograph showing a comparison between the number of soldiers the British had at Yorktown with the number the Americans had. Draw one soldier to represent 1,000. (Information is on Chester's p. 23)

AMERICANS AND FRENCH



BRITISH



TEACHERS!

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Bar graph: Americans and French have 131 ; British have 244.
Pictograph: There should be 17 American and French soldiers and 8 British soldiers.

ANSWERS:

HISTORY ACTIVITY

WHAT HAPPENED?

Using Chester's story and your knowledge of the American Revolution, connect the dates from the left-hand column to the event. Draw a time-line of these events once you have them in order. Illustrate your timeline with drawings that show what happened on these dates.

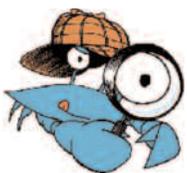


Fort Ticonderoga



General Burgoyne

1. 1765
 2. July 1776
 3. April 1775
 4. July 1777
 5. October 1777
 6. October 1781
 7. September 1783
- A. Shots at Lexington and Concord.
 - B. British General Burgoyne surrenders to General Gates. This is a turning point of the War for Independence.
 - C. British surrender at Yorktown.
 - D. Parliament passes The Stamp Act to pay for British troops on the American frontier.
 - E. *Declaration of Independence* ratified by Congress.
 - F. Burgoyne attacks Fort Ticonderoga.
 - G. Peace treaty is signed between Great Britain and the United States.



TEACHERS!

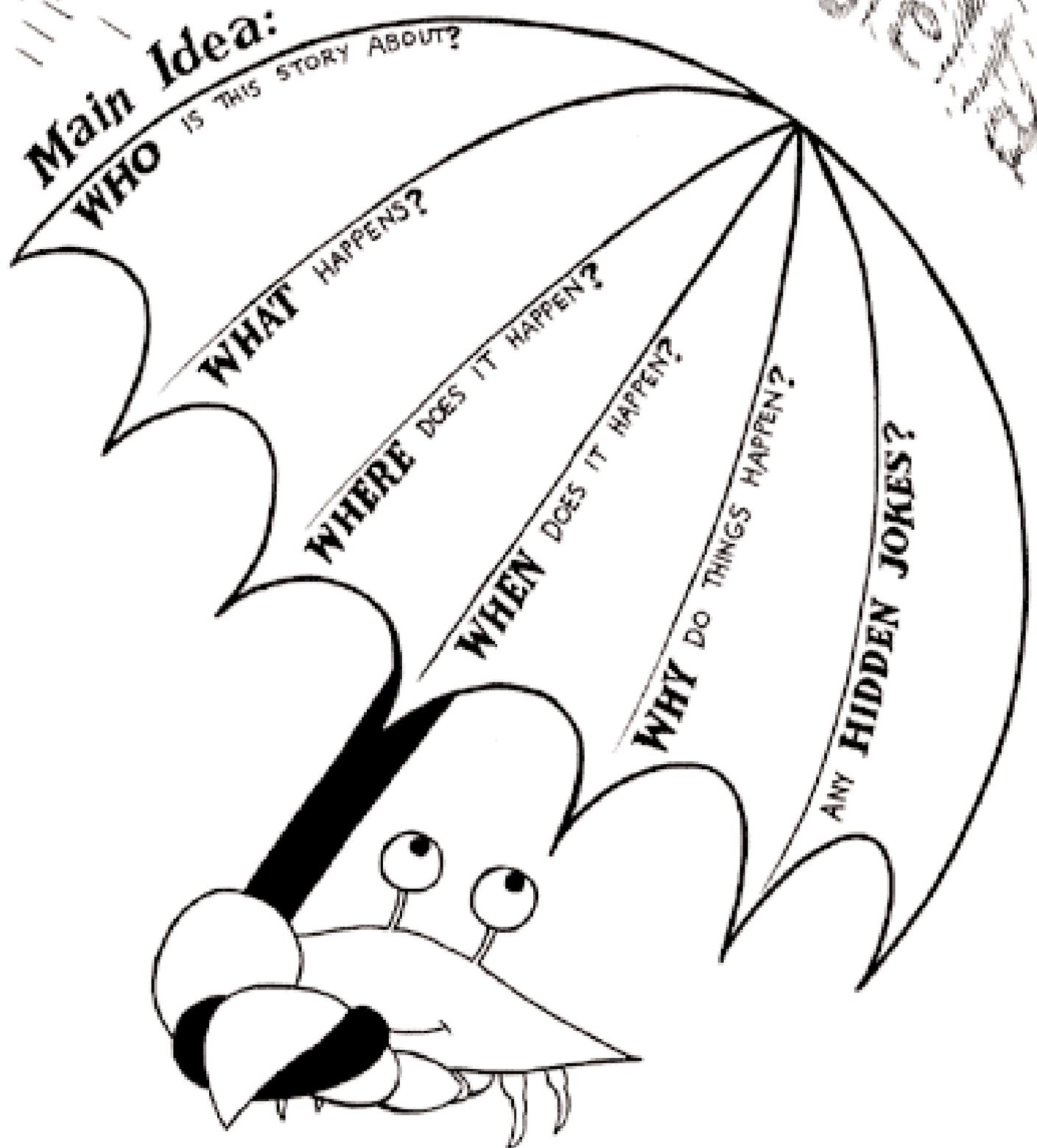
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ANSWERS: 1. D; 2. E; 3. A; 4. F; 5. B; 6. C; 7. G

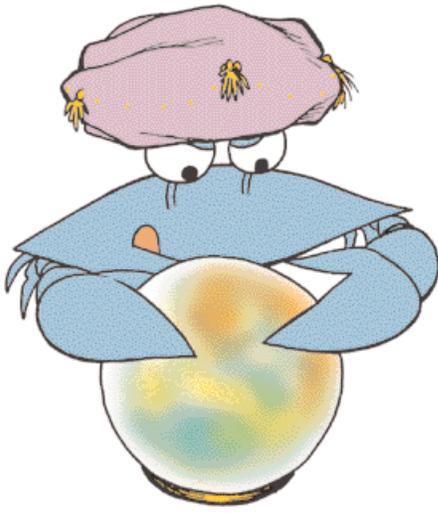
BATTLE OF YORKTOWN QUESTIONS

- 1. Which famous American switched sides and fought for the British in Virginia?**
 - A Thomas Jefferson
 - B Marquis de Lafayette
 - C Lord Cornwallis
 - D Benedict Arnold
- 2. “Can I borrow your cart?” Which word has the same vowel sound as the word “cart?”**
 - F pert
 - G crate
 - H air
 - J jar
- 3. At the Yorktown surrender, legend has it the British band played the song —**
 - A “Yankee Doodle Dandy”
 - B “God Save the King”
 - C “My Country ‘Tis of Thee”
 - D “The World Turned Upside Down”
- 4. “The French (who are allies of the Americans) keep an English fleet from sailing to Yorktown to rescue the English troops there.” Which word means the same as “allies?”**
 - F aldermen
 - G friends
 - H servants
 - J apothecaries
- 5. Which word below does NOT have a suffix attached to a root word?**
 - A retreat
 - B servant
 - C laughable
 - D exercising
- 6. What is this story MAINLY about?**
 - F Virginia’s struggle for independence
 - G James Armistead, rebel spy
 - H famous British generals
 - J the way colonists won the American Revolution

The Details Unfold



War for Independence, Chester Comix. Teachers have permission to photocopy this page for classroom use only.



MAKE A CHESTER PREDICTION

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

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

WHAT DO YOU THINK WILL HAPPEN ON THE FOURTH PAGE?

HOW DO YOU THINK THE STORY ENDS?

WHAT REALLY HAPPENS ON THE SECOND PAGE?

WHAT REALLY HAPPENS ON THE THIRD PAGE?

WHAT REALLY HAPPENS ON THE FOURTH PAGE?

HOW DOES IT REALLY END?

ANSWERS TO QUESTIONS FOR WAR FOR INDEPENDENCE

JOHN PAUL JONES	REVOLUTIONARY	SARATOGA	YORKTOWN
p. 7	WOMEN p. 12	p. 17	p. 22
1. C	1. C	1. B	1. D
2. J	2. G	2. F	2. J
3. A	3. A	3. C	3. D
4. G	4. J	4. J	4. G
5. D	5. D	5. B	5. A
6. H	6. G	6. F	6. J

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American Flag
Washington, D.C.
Statue of Liberty

Revolutionary Rumbblings

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

Go West, Young Crab

Gold Rush Hour
Oregon Trail
Transcontinental Rails
Battle at Little Bighorn

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Pocahontas

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Susan Anthony
Helen Keller

Civil Rights Freedom Train

Jackie Robinson
Rosa Parks
Martin Luther King Jr.
Thurgood Marshall

Exploring the Americas

Columbus
John Cabot/ 5
French in Canada
Spanish in Florida

Constitution Construction

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



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