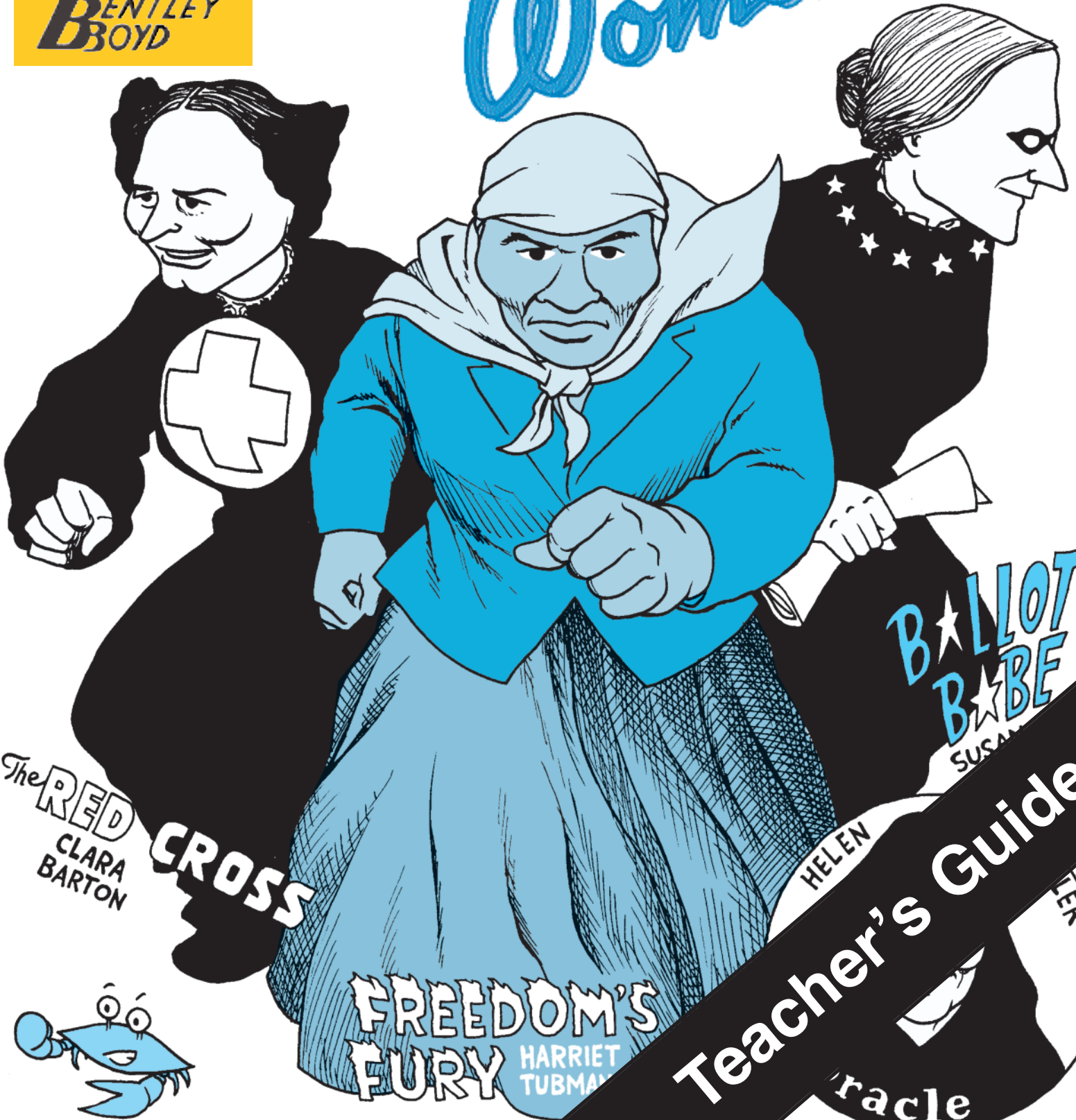


Wonder Women



The RED CROSS
CLARA BARTON

FREEDOM'S FURY
HARRIET TUBMAN

BALLOT BABE
SUSAN B. ANTHONY

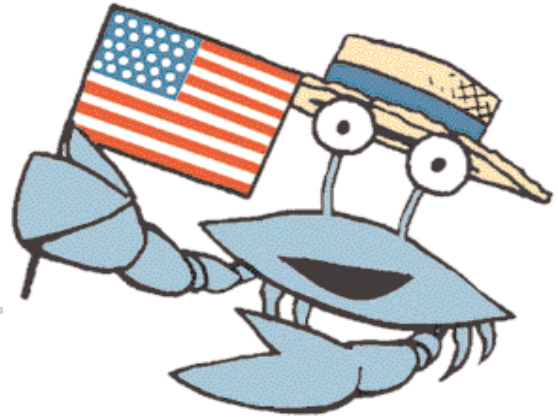
Teacher's Guide



Teacher's Guide for

WONDER WOMEN

Chester's **Comix With Content** series



Dear Teacher:

Chester the Crab's "Wonder Women" 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 "Wonder Women," 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!

A handwritten signature in black ink that reads "Bentley Boyd". To the right of the signature is a simple line drawing of a smiling face with closed eyes.

OBJECTIVES

After reading "Wonder Women" and performing the activities in this guide, students will be able to:




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

TABLE OF CONTENTS

- p. 1 How to use Chester Comix
- p. 3 **CLARA BARTON** reading strategies, activities, test
- p. 8 **HARRIET TUBMAN** reading strategies, activities, test
- p. 13 **SUSAN B. ANTHONY** reading strategies, activities, test
- p. 18 **HELEN KELLER** 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 **thoughtful 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
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.



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!



CLARA BARTON

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 American women, such as Clara Barton.”

Who are some famous women you know?”

Take a picture walk through the first story, “Clara Barton,” 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)

slavery (p. 3) – system in which a person is owned as a piece of property for their whole life, with no rights

First Battle of Manassas (p. 3) – first major battle of the Civil War, fought near the northern Virginia town of Manassas in 1861; considered a Confederate victory

Civil War (p. 3) – conflict between northern states and southern states (1861-1865)

Battle of Antietam (p. 4) – 1862 Civil War battle in Maryland; considered a Union victory

Senate (p. 5) – one half of United States Congress; senators are elected for six years

(VOCABULARY, continued from previous page)

Europe (p. 6) – continent in Northern Hemisphere featuring nations of France, Germany, Italy

natural disaster (p. 6) – destruction of human life and property from a major event of nature, such as a flood, tornado, or hurricane

treaty (p. 6) – agreement between nations or groups



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 end (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. 3) peaceful, awful. **ASK:** “How does adding the suffix ‘ful’ to the end of ‘peace’ and ‘awe’ change the words? What do the new words mean?” (p. 4) northern, southern. **ASK:** “What happens when the suffix ‘-ern’ is added to ‘north’ and ‘south’?”

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.

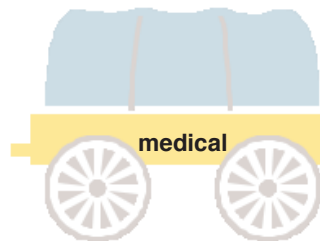
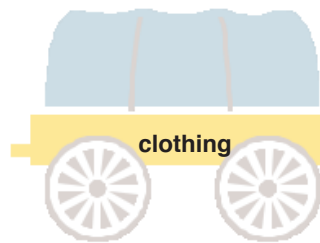
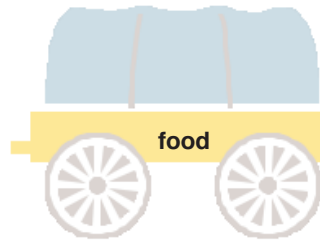
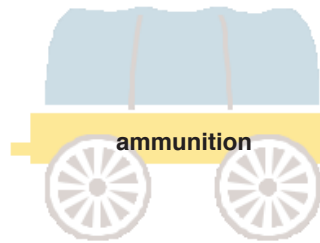
☞ **SAY:** “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and the text.” Point to the phrase in the lower right corner by the word “Next.” **ASK:** “How does this clue help your prediction?”

☞ 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.

WAGON TRAIN



These math questions are based on the pattern of the wagons to the left.

1. This wagon is between the ammunition wagon and the clothing wagon.
2. This wagon is behind the clothing wagon.
3. If two supply wagons are put in front of the wagon train, then the food wagon is in _____ place.
A third
B fourth
C fifth
D sixth
4. A supply wagon is put in front of the medical wagon. The food wagon is then moved directly behind that supply wagon. The _____ wagon is now in second place.
F supply
G food
H clothing
J ammunition
5. Keeping all the changes on this trip, Barton has to double her medical supplies, causing her to add another medical wagon behind the one in the wagon train. The colonel also insists on adding another ammunition wagon behind the first one. The original clothing wagon is now in _____ place.
A last
B sixth
C fifth
D third

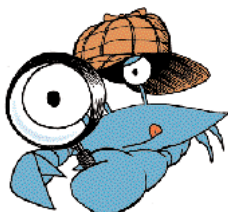
Write your own math problem using the wagon train pictures.

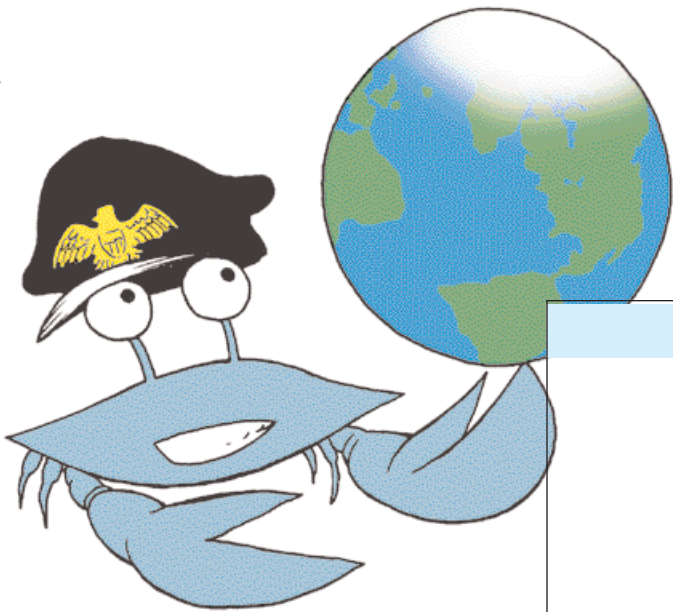
ANSWERS:

1. food; 2. medical; 3. B; 4. H; 5. C

TEACHERS!

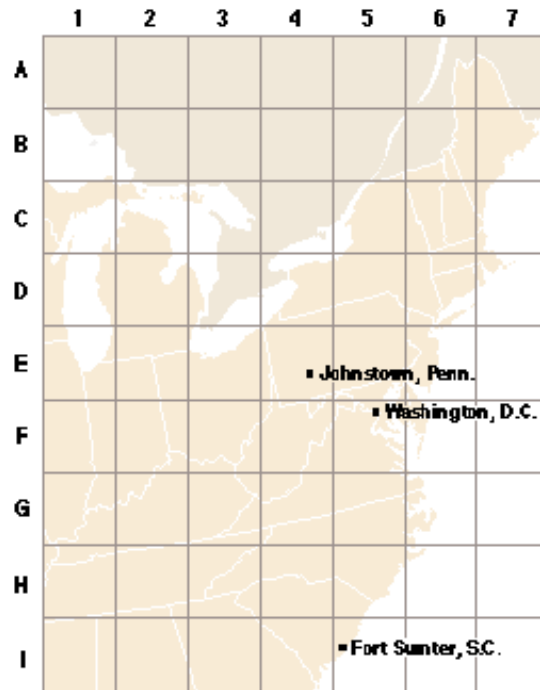
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GEOGRAPHY ACTIVITY

WHERE'S CLARA?



Answer these questions using the map.

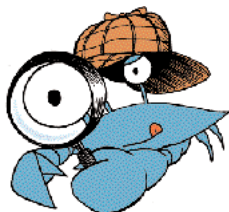
1. Clara Barton was born in Massachusetts. In what two grids is the majority of Massachusetts?
2. Washington, DC, is in what grid?
3. Where is Fort Sumter, S.C.?
4. Johnstown, Pa., is located in what grid?
5. What four states are in grid G3?
6. Does this map show the East Coast or West Coast?
7. What two countries are shown on this map?
8. What continent includes these two countries?

1. D6
2. F5
3. I5
4. E4
5. Va., W. Va., Ky.,

6. East Coast
7. Canada and the United States
8. North America

TEACHERS!

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



ANSWERS:

CLARA BARTON QUESTIONS

- 1. Which word from the Clara Barton story has four syllables?**
 - A disaster
 - B representative
 - C vegetarian
 - D dedication
- 2. Which one of these is NOT a common suffix?**
 - F -ed
 - G -er
 - H -ful
 - J -im
- 3. The single bloodiest day of the Civil War was the Battle of —**
 - A Gettysburg
 - B Antietam
 - C Fredericksburg
 - D Manassas
- 4. Clara Barton did all of the following jobs in her lifetime EXCEPT —**
 - F Army lieutenant
 - G government clerk
 - H nurse
 - J teacher
- 5. “I have heard enough of your criticism, Miss Barton. You are banned from all Army hospitals!” Which word below has the same meaning as the word “criticism?”**
 - A phobia
 - B creeping
 - C judgement
 - D praise
- 6. What is this story MAINLY about?**
 - F Clara Barton improves wartime nursing
 - G Clara Barton goes to Europe
 - H Clara Barton was a shy child
 - J Clara Barton teaches rowdy kids

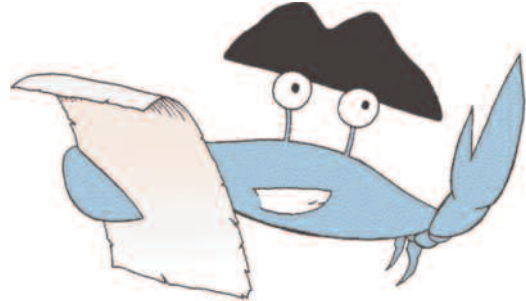


HARRIET TUBMAN

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 famous American women, such as Harriet Tubman. She escaped slavery by

running north during the night. If you had to travel north at night, how would you know which direction to go?”

Take a picture walk through the second story, “Harriet Tubman,” 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)

freedom (p. 8) – being able to do things or use rights without restriction; liberty

slave (p. 8) – person owned as a piece of property for their whole life, with no rights

plantation (p. 8) – large Southern farm, gets its wealth by using free slave labor

Underground Railroad (p. 9) – secret network to shuttle runaway slaves north to freedom

Quaker (p. 9) – member of the Society of Friends religion; known for non-violence

fugitive (p. 10) – someone running away from authority or government

John Brown (p. 12) - abolitionists who attacked a military building in Virginia in 1859; hanged by Virginia for treason

Confederates (p. 12) - resident or supporter of the Confederate States of America, which separated from the United States in the Civil War



3. WORD STUDY

Read a page 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?”

For example, on p. 9 **ASK:** “What two words form Maryland and graveyard?” Or on p. 12 **ASK:** “What words form underground and railroad?”

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. 12 of this guide.

ENGLISH ACTIVITY

RHYME TIME

Rhyme is the similarity in sound of the ends of words like “cat hat” or “funny bunny.” When rhyming verses are arranged into stanzas in a poem or song, we can identify the rhyme scheme by assigning letters to each rhyme, beginning with a. Each line that makes a unique sound ending gets a different letter in the alphabet. But if a line rhymes, it would get the same letter as the line it rhymes with.

Find the **rhyme scheme** of the lyrics to “Go Down Moses,” a song based on the Bible character. Many slaves sang this song. The first two parts are done for you.

GO DOWN MOSES

Let me tell ya 'bout story 'long time ago way down in Egypt land. a _____
Seems the Pharaoh had taken control of things, had the people in the palm of his hands. a _____

But a certain group of people called the Israelites didn't want to play his game, b _____
so the Pharaoh forced the people into slavery and he caused them grief and shame. b _____

YOUR TURN

Well the Lord in the heavens looked down and saw His people and their pain, c _____
So he called out a man from Midian and Moses was his name. _____

Well Moses was attendin' his flock one day when a bush began to burn, _____
And the Lord spoke to Moses from the burning bush, said, The Pharaoh's got a lesson to
learn! _____

Go down Moses, way down in Egypt land. Tell ole Pharaoh let my people go! _____

Well Moses had some doubts about takin' his job. He felt a little bit out of his league. _____
Leading out his people from Pharaoh's land was quite a job indeed. _____

“What will I say and tell me how will they know that I'm the man that's appointed to you? _____
A leader I'm not, But I bet for this spot my brother Aaron will do better for you.” _____



HISTORY ACTIVITY

SECRET SONGS



The Underground Railroad in 1860



WHAT IT MIGHT HAVE MEANT:

At sunset, you will hear someone make a bird call. Head North by following the Big Dipper. A conductor will meet you and lead you along the Underground Railroad to freedom in the North.

Find the words to other songs of slavery and try to interpret the coded messages. "Swing Low, Sweet Chariot" and "If I Got My Ticket, Can I Ride?" are excellent examples.

FOR MORE INFORMATION:

Follow the Drinking Gourd. Jeanette Winter. Ages 4-7.

Allen Jay and the Underground Railroad. Marlene Targ Brill. Ages 5 - 9.

Aunt Harriet's Underground Railroad in the Sky. Faith Ringgold. Ages 5 - 9.

Barefoot: Escape on the Underground Railroad. Pamela Duncan Edwards. Ages 5 to 9.

Slaves learned about escape along the path of the Underground Railroad from secret songs of the other slaves. The slaves' songs sounded like religious songs, but some of the words were "code" words with secret meanings. They were able to share information in front of the white slave masters, who did not know the importance of the words. The songs often had different meanings and held promise of a better life.

EXAMPLES:

heaven/ home = a better life in the North
Jesus/ Lord = a conductor on the railroad
Chariot = the Underground Railroad
drinkin' gourd = the Big Dipper, a constellation of stars found in the northern sky
Judgment Day = time of escape

One secretly coded song was "Follow the Drinkin' Gourd." Here is part of that song:

*When the sun comes back and the first
quail calls,
Follow the Drinkin' Gourd,
For the old man's waiting for to carry you
to freedom,
If you follow the Drinkin' Gourd.*

HARRIET TUBMAN 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. Harriet Tubman used all these tricks on her Underground Railroad trips EXCEPT —
F hiding in a barrel
G wading through water
H singing a song
J chasing chickens
3. Which one of the following is NOT a compound word?
A pocketbook
B owner
C graveyard
D railroad
4. “She has come to lead us out of captivity, just like Moses did in the Bible.” Which word below has the same meaning as the word “captivity?”
F debility
G formality
H slavery
J misery
5. “This hides her scent from hunting dogs that track escaped slaves.” Which word has the same vowel sound as “scent?”
A green
B mint
C frown
D saw
6. What is this story MAINLY about?
F The way slave catchers looked for fugitive slaves.
G Harriet Tubman’s service in the Civil War
H The reason Harriet Tubman had many blackouts
J The courage Harriet Tubman showed in helping slaves escape

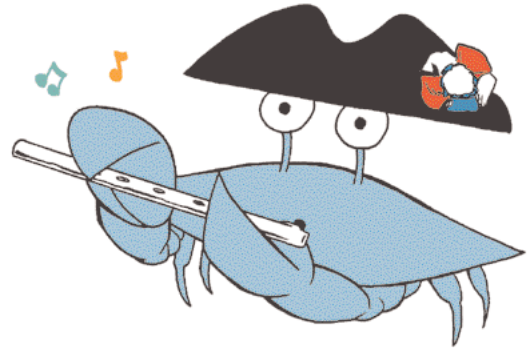


SUSAN B. ANTHONY

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 famous American women, such as Susan B.

Anthony. She helped women get the right to vote. Do you ever get to vote on a decision? Do your parents?”

Take a picture walk through the third story, “Susan B. Anthony,” 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)

dollar (p. 14) – basic unit of United States money; represents 100 cents

Quaker (p. 14) – member of the Society of Friends religion, known for their non-violence

petition (p. 14) – a document that makes a request on behalf of the people who sign it

Underground Railroad (p. 15) – secret network of abolitionists who shuttled runaway slaves north to freedom

suffrage (p. 15) – the right to vote

amendment (p. 16) – changes or additions to a document, such as a constitution

Constitution (p. 16) – document that organized United States government into a federal system (a central government over several political territories with limited self-government)

(**VOCABULARY**, *continued from previous page*)

taxation (p. 13) – money paid by people and business to a government so the government can provide goods and services to the community

citizen (p. 16) – legal member of a nation or state

poll tax (p. 17) – a monetary fee people were forced to pay before being able to vote

centennial (p. 18) – anniversary of 100 years

equality (p. 18) – condition of having the same amount, same rights, or same ability

3. WORD STUDY

☞ **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. 14) “You should be home having kids” versus “That is a Susan B. Anthony dollar!”; (p. 17) “You are under arrest for voting in Rochester, N.Y.!” and “You won’t let the jury make its own decision?! This is tyranny!”

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

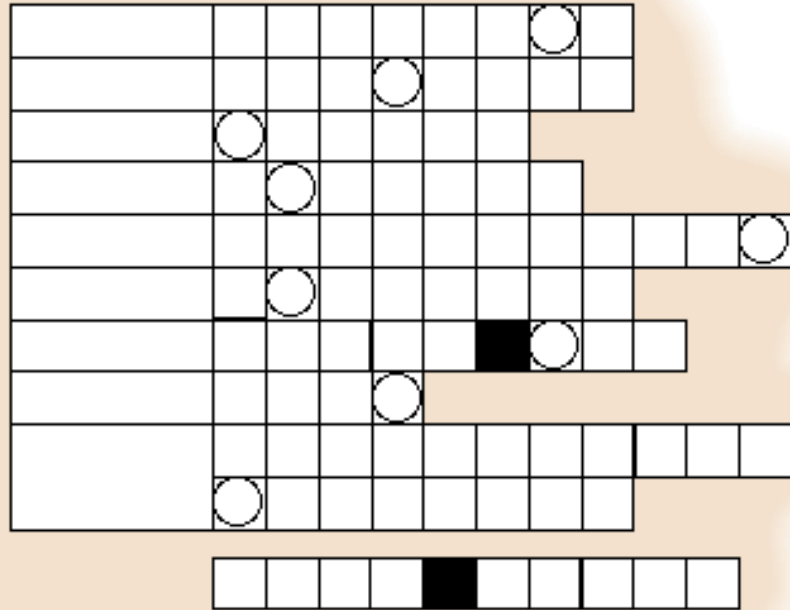
After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 17 of this guide.

HISTORY ACTIVITY

SCRAMBLER

DIRECTIONS:

Use the clues below to unscramble these words. Use the letters in the boxes with circles to find the hidden phrase.



CLUES:

1. the right to vote
2. Susan B. Anthony started one of these, asking New York to grant women property rights
3. Susan B. Anthony wanted equal _____ for women
4. she also worked against _____
5. what you have if you're a full member of your country
6. _____ passes laws for the U.S.
7. the _____ was fought from 1861 to 1865
8. Anthony was arrested when she tried to _____
9. Anthony was a stationmaster on the _____



WRITING ACTIVITY

Pretend to write a letter to a congressman to persuade him to change the law that prohibits women from voting. What form would your letter take? Would it be a personal letter (friendly) or a business letter (formal)?



TEACHERS!

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

1. suffrage
2. petition
3. rights
4. slavery
5. citizenship
6. Congress

7. Civil War
 8. vote
 9. Underground Railroad
- Hidden phrase:
GIRL POWER

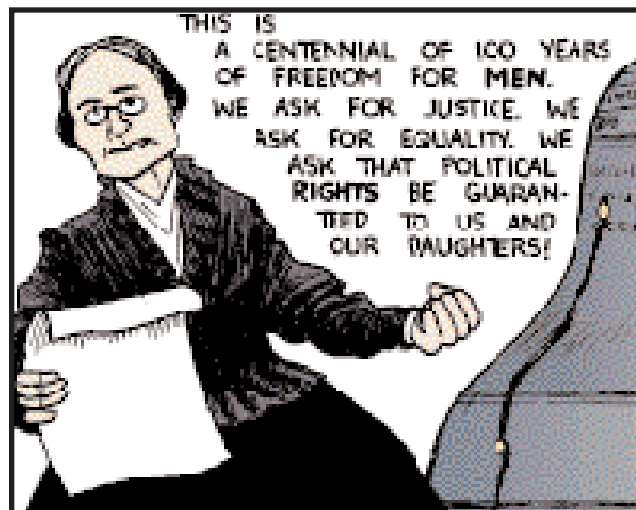
ANSWERS:

HISTORY ACTIVITY

WHAT DID YOU SAY?

Answer these reading comprehension questions from Chester's story about Anthony:

- In 1876, America celebrated its centennial. In this statement, centennial means
 - a two hundredth anniversary
 - a one hundredth anniversary
 - a three hundredth anniversary
 - any anniversary
- Susan B. Anthony traveled across America by many means of transportation. Which of the following was not a means of transportation used by Anthony in 1900?
 - ship
 - train
 - wagon
 - jet
- Which form of communication is not mentioned in today's strip?
 - public speaking
 - telephone
 - telegraph
 - written declaration
- Susan B. Anthony died in 1906 at the age of 86. In what year was she born?
 - 1820
 - 1920
 - 1980
 - 1826
- How many years after her death did women get the right to vote?
 - 16 years
 - 26 years
 - 14 years
 - 116 years



TEACHERS!

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



ANSWERS:

1. B
2. J
3. C
4. F
5. C

SUSAN B. ANTHONY QUESTIONS

- _____ are protections and privileges given to United States citizens.
 - declarations
 - rights
 - government resources
 - jury trials
- Wagons, trains, ships, and sleighs are examples of —
 - natural resources
 - taxes
 - suffrage
 - transportation
- Which of the following is NOT a person who worked with Susan B. Anthony in this story?
 - Elizabeth Cady Stanton
 - Frederick Douglass
 - Harriet Tubman
 - Ulysses S. Grant
- “In 1855, she starts a petition asking New York’s state legislature to give women legal control of their property and children.” Which word means the same as “petition?”
 - request
 - letterhead
 - business
 - boycott
- This Chester story is a(n) —
 - folktale
 - biography
 - myth
 - autobiography
- What would be another good source of information about Susan B. Anthony?
 - thesaurus
 - petition
 - encyclopedia
 - CD liner notes



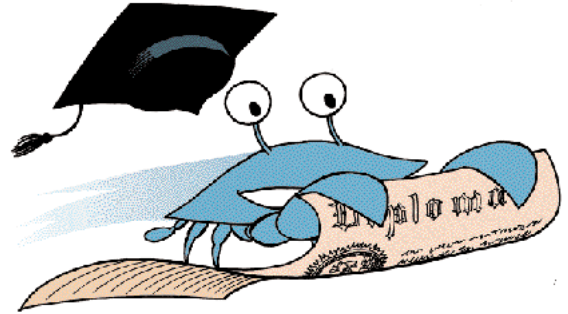
HELEN KELLER

READING STRATEGY SUGGESTIONS

SKILLS

Homonyms
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 American women, such as Helen Keller. She was blind and deaf but learned to

read. What are some of your favorite skills that your teachers have taught you?”

Take a picture walk through the fourth story, “Helen Keller,” 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)

disease (p. 20) – illness; a particular destructive action of an organism

symbol (p. 21) – a picture that stands for something else; a common meaning

language (p. 21) – a system for making meaning known

vibrations (p. 22) – rapid movements back and forth

Braille (p. 23) – language system based on touching raised dots

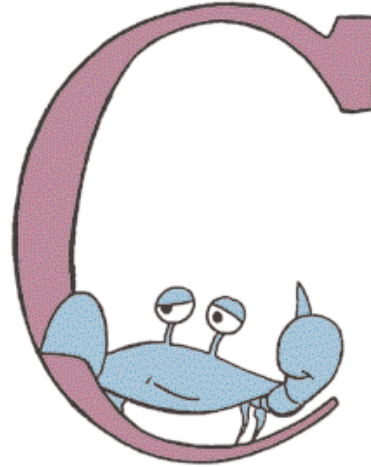
autobiography (23) – a person’s own telling of the story of their life

World War I (p. 24) – 1914-1918 conflict, fought mainly in Europe with trench warfare

3. WORD STUDY

Read a page in the story. Point out the **homonyms** in the story. SAY: “A **homonym** is a word with the same pronunciation as another word but with a different meaning. Can you find some in the story?”

Point to examples in the story: (p. 20) to, two; (p. 21) hear, here; (p. 24) right, write.



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.

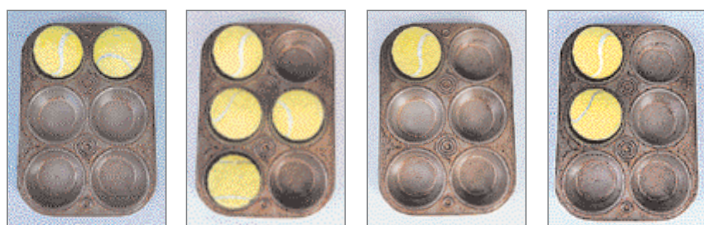
ENGLISH ACTIVITY

WRITING IN BRAILLE

Louis Braille invented a six-dot reading and writing system for people who can't see. **Braille** consists of arrangements of dots that make up letters of the alphabet, numbers and punctuation marks.

The basic **Braille** symbol is called the Braille cell and consists of six dots arranged in the formation of a rectangle, three dots high and two across. This shape is similar to a six-hole muffin tin.

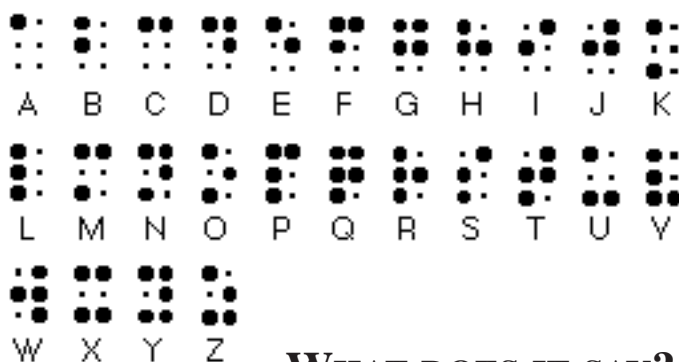
Using a muffin tin and tennis balls, practice making different letters of the alphabet, using **Braille**.



POP QUESTION

Use the Braille alphabet to see what the pictures spell.

Here is the **Braille** alphabet:



WHAT DOES IT SAY?

MATERIALS

Register tape Glue Small beans (same size)

DIRECTIONS

1. Unroll a piece of register tape.
2. Using the Braille alphabet, glue the dried beans in the correct position to write your name and your favorite subject in school.
3. Once the glue dries, ask a friend to read your message by running a finger over the letters. Can he or she tell what the message says? Can he or she read the message when looking at the patterns?

TEACHERS!

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ANSWER: CRAB

ENGLISH ACTIVITY

FIND YOUR OWN WAY

Helen Keller was born June 27, 1880, in Alabama. She had two big obstacles in her life: she could not see or hear. Chester shows how she overcame these obstacles and helped others who could not hear or see. In this activity, students will try to reach the goal at the end of the obstacle course without seeing or hearing.

DIRECTIONS

1. Set up an obstacle course in another room or outside where the participants can't see it.
2. Group the participants into pairs: one person is the guide, the other is blindfolded.
3. Explain that absolutely no one may speak.
4. Send each pair goes through the obstacle course.
5. Change roles and go through the obstacle course again.

After everyone has had a chance to go through the obstacle course, write in your journal how it felt not being able to talk or see. Was it hard to communicate? How did having a partner help? How did you work together to achieve the goal?

Now help Chester find his way through the obstacle course below.

FOR MORE INFORMATION

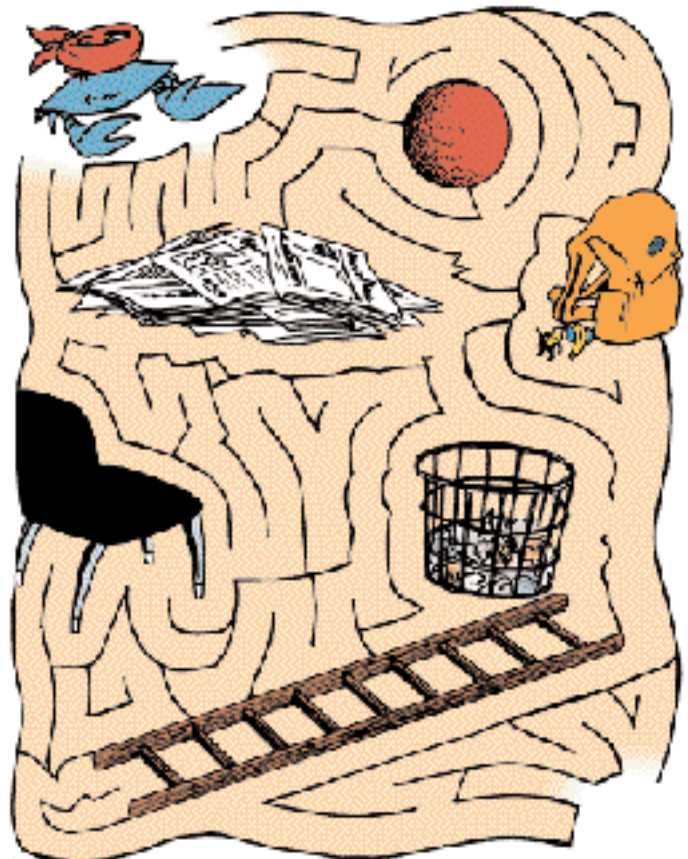
“The World at Her Fingertips: The Story of Helen Keller,”
by Joan Dash. Ages 9-12.

“Helen Keller,” by Dennis Wepmans.
Ages 9-12.

“Helen Keller,” by Lois Markham.
Ages 9-11.

“Dear Dr. Bell ... Your Friend, Helen Keller,”
by Judith St. George. Ages 9-12.

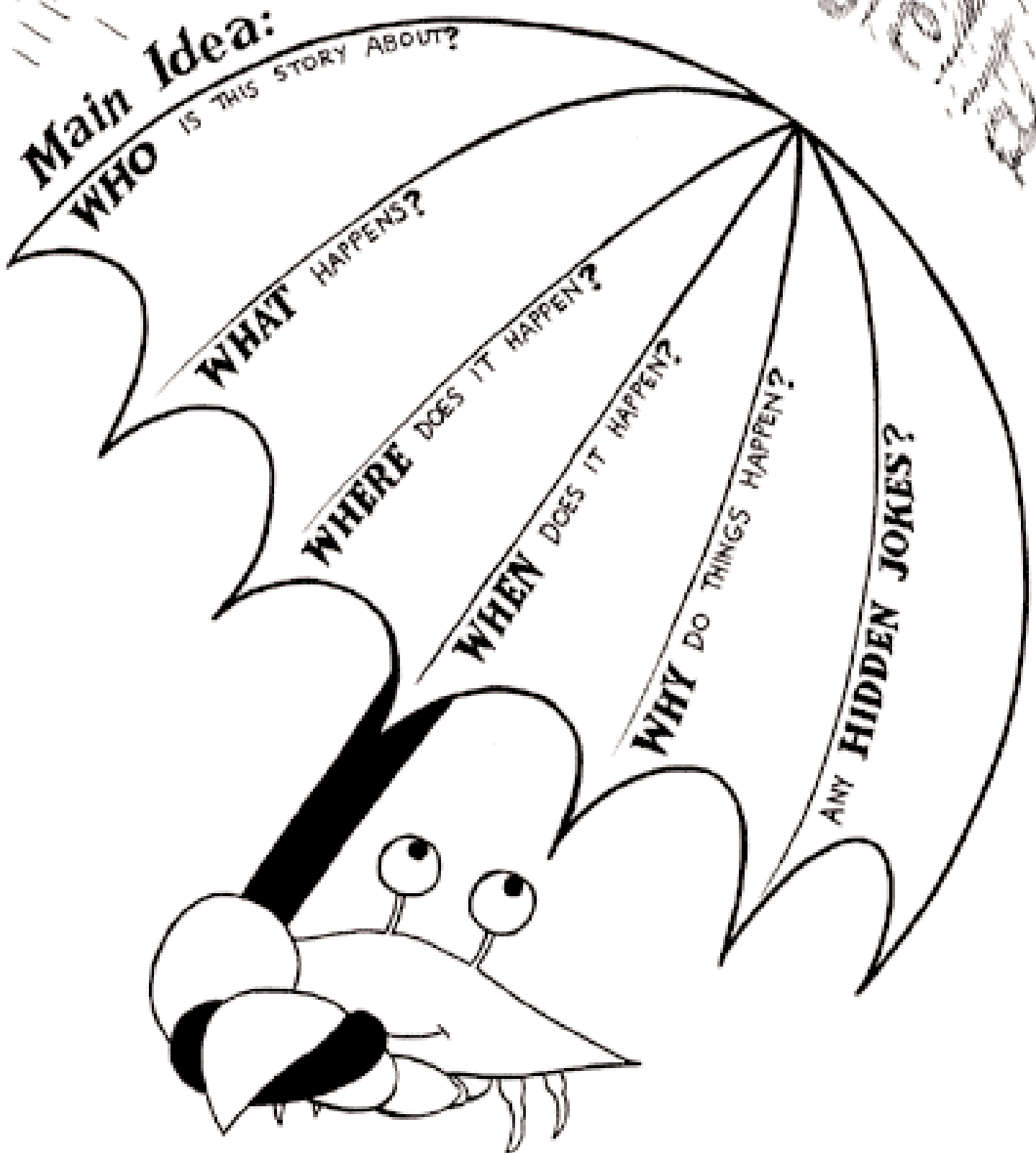
“Helen Keller: Courage in the Dark,”
by Johanna Hurwitz. Ages 6-9.



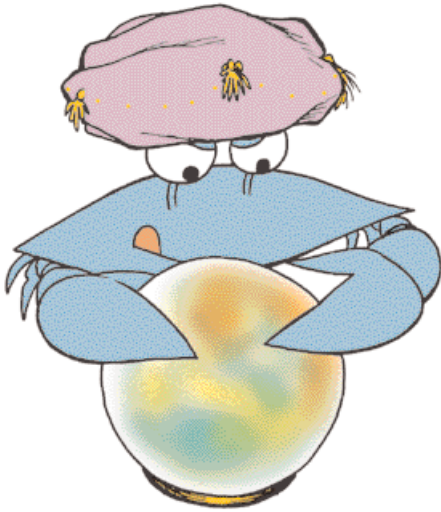
HELEN KELLER QUESTIONS

- 1. By age four, Helen Keller had lost two of her five senses: sight and —**
 - A taste
 - B touch
 - C smell
 - D hearing
- 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. Which form of communication is NOT mentioned in Helen Keller's story?**
 - A public speaking
 - B telegraph
 - C written story
 - D touch
- 4. "She cannot proofread what she has written." Which word means the same as "proofread?"**
 - F correct
 - G assign
 - H publish
 - J see
- 5. What is a homonym for break?**
 - A beak
 - B broken
 - C assemble
 - D brake
- 6. What is this story MAINLY about?**
 - F Helen Keller's Braille writing
 - G Helen Keller's education
 - H Helen Keller's lonely childhood
 - J Helen Keller's advice for other blind and deaf people

The Details Underneath



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MAKE A CHESTER PREDICTION

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

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

WHAT DO YOU THINK WILL HAPPEN ON THE FOURTH PAGE?

HOW DO YOU THINK THE STORY ENDS?

WHAT REALLY HAPPENS ON THE SECOND PAGE?

WHAT REALLY HAPPENS ON THE THIRD PAGE?

WHAT REALLY HAPPENS ON THE FOURTH PAGE?

HOW DOES IT REALLY END?

ANSWERS TO QUESTIONS FOR WONDER WOMEN

CLARA BARTON

p. 7

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

HARRIET TUBMAN

p. 12

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

SUSAN ANTHONY

p. 17

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

HELEN KELLER

p. 22

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

OTHER TITLES IN THIS SERIES:

American Symbols

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

Revolutionary Rumbblings

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

Go West, Young Crab

Gold Rush Hour
Oregon Trail
Transcontinental Rails
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War for Independence

John Paul Jones
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South to Yorktown

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How a Bill Becomes Law
Electing a President
Presidential Cabinet

The First Americans

Overview
Northwest Indians
Pueblo Revolt
Pocahontas

World War 2 Tales

Battle of Britain
Pearl Harbor
D-Day
Pacific Island Hop

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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