

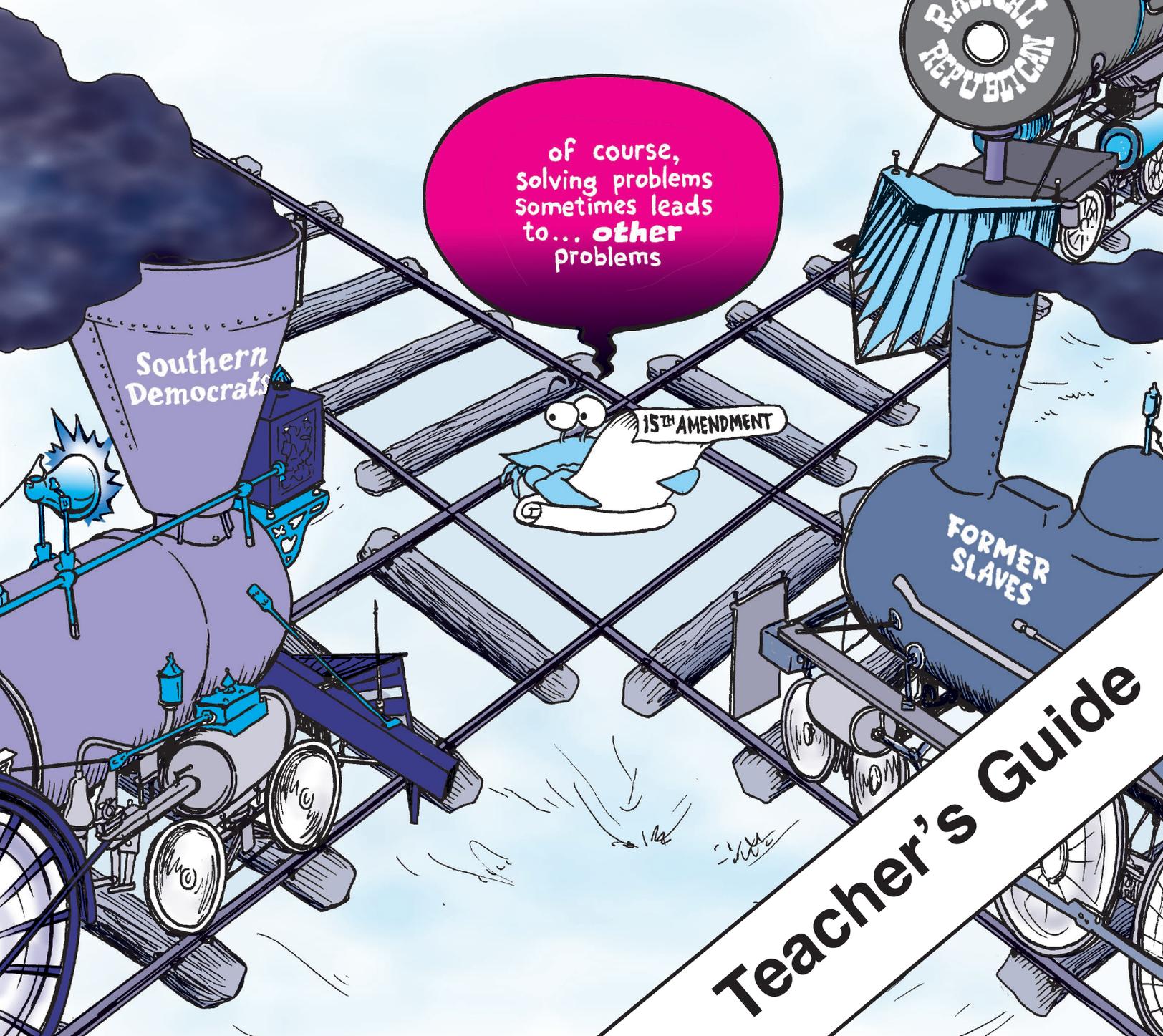
CHESTER



by
**BENTLEY
BOYD**

COMIX WITH CONTENT

Reconstruction Junction

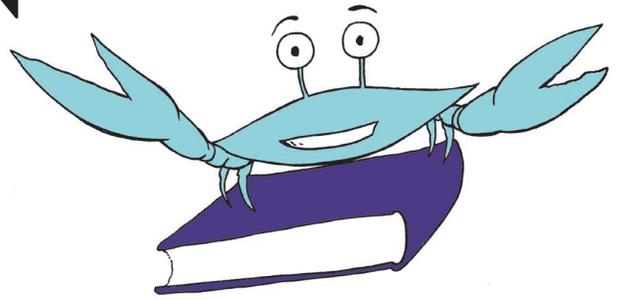


Teacher's Guide

Teacher's Guide for

RECONSTRUCTION JUNCTION

Chester's Comix With Content series



Dear Teacher:

Chester the Crab's "Reconstruction Junction" 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.

Chester comic books have several themed chapters, usually five pages long. These chapters can be used in small guided reading groups, in shared reading across a whole classroom, or for independent work. This teacher's guide is specific to "Reconstruction Junction," with reading strategies, reproducible classroom activities, and NEW sample questions for student practice.

I hope you and your students
enjoy Chester the Crab!



OBJECTIVES

After reading "Reconstruction Junction" 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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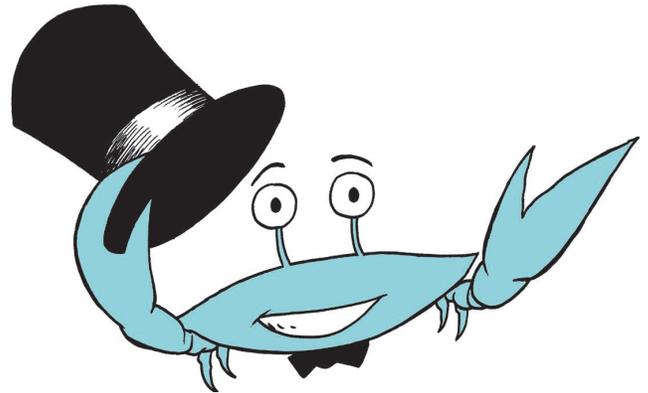
COMIX IN THE CLASSROOM

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!



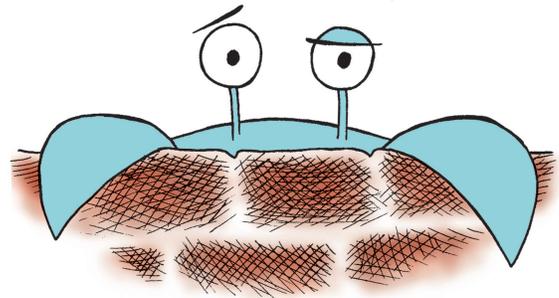
RECONSTRUCTION

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. What is happening on the cover?

SAY: “This is a comic book narrated by Chester the Crab. It is about people who tried to put the United States’ government and society back together after the Civil War’s fighting between

Americans. What problem would you try to solve first after the end of the war?”

Take a picture walk through the first story, “Reconstruction,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have any of you ever read a comic book?”

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)

Reconstruction (p. 2) – process of rejoining Northern and Southern states into one nation

amendment (p. 2) – additions or changes to a document, such as the Constitution

Constitution (p. 2) – 1787 document that organized the United States on a federal system (sharing power between a central government and its territories)

government (p. 3) – institution that makes laws and rules for a community, enforces them

traitor (p. 3) – one who betrays his friends or country by helping their enemies

slave (p. 3) – person owned as a piece of property for their entire life

veto (p. 5) – an executive order to block an act from becoming a law

(VOCABULARY, *continued from previous page*)

ratify (p. 5) – to approve; to make a law or document official and active

rights (p. 5) – powers, liberties, or privileges a person owns by law or nature

poll tax (p. 5) – money people had to pay to vote; practice now illegal in the United States

representatives (p. 6) – people elected to vote or make choices for a larger group

sharecropping (p. 6) – to work land and received a share of some of the crop's sales

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 some examples in the story: (p. 2) important, bitter, thirteenth, free, more, Southern, worthless, United (p. 3) abandoned, free, extra, many, mass, Southern, loyal, United, (p. 4) United, Southern, ready, grisly, freed, white, black (p. 5) Northern, radical, United, American, equal, freed, many, his, federal, enough (p. 6) former, United, black, enough, this, old, good, weird, presidential, white

4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 24 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. 25 of this teacher's guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next and/or write the prediction on their sheet.

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

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

5. RESPOND/ASSESS

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. 8 of this guide.

THE WINDS OF CHANGE

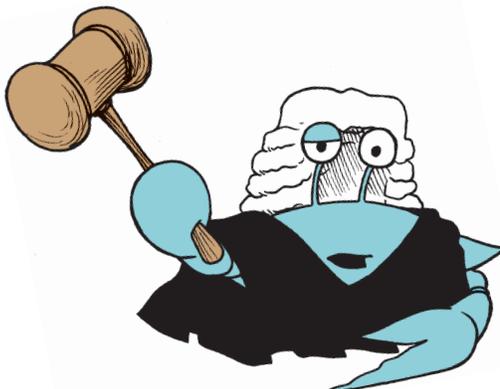
After the Civil War, Americans had to rethink the way the different levels of their government would work together. It was a time to debate the roles and responsibilities of the **local, state, and federal governments**. Make a windsock to help you remember the names and duties of the **three levels of government in the United States**.

MATERIALS

- ☞ one 10"-by-18" white paper rectangle
- ☞ three 5"-by-18" paper rectangles (red, white, & blue)
- ☞ scissors
- ☞ glue
- ☞ newspapers and magazines
- ☞ string or yarn

DIRECTIONS

1. Label each of the small rectangles with a level of government: LOCAL, STATE, and FEDERAL. Notch one end of each of the rectangles to make them look like ribbon streamers.
2. From newspapers or magazines, cut out words and pictures that show the duties of each level. Glue them to the appropriate streamers. For example, are firemen working for the local, state, or federal government? Who does the Army work for? A governor is the executive of what level?
3. Fold the large white rectangle in half horizontally. Place the straight end of each streamer inside the folded rectangle, spacing them evenly. Glue the rectangle together.
4. Punch two holes in the top of the windsock, insert the string, and hang it up.



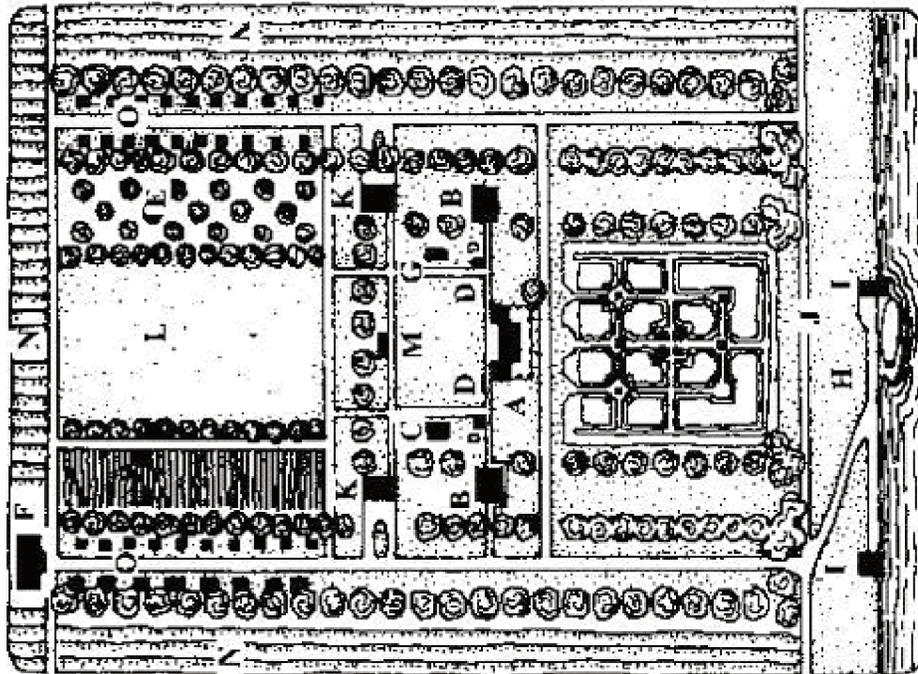
GEOGRAPHY ACTIVITY

PLANTATION PLANNER

After the Civil War people were not sure what to do with the South's large farms known as **plantations**. Some suggested the land be divided so that former slaves could be given 40 acres each to farm. The pre-war owners of the land wanted the use of it back - but who could they get to work the farm?

Think of your own solution to this problem! And remember that in addition to the main house and crop areas, plantations had lots of other buildings. Before electricity and indoor plumbing, ice houses and outdoor bathrooms were necessary. How would you reuse all these buildings on the land?

Write below what the new use will be for these buildings. Or create a map for your post-war plantation by looking at this map or researching Web sites for what other plantations looked like.



Main house becomes:

Carriage house becomes:

Blacksmith shop becomes:

Smoke house becomes:

Gardener's shop becomes:

Ice house becomes:

Cabins for slaves become:

School house becomes:

Barns/Stables become:

Orchard goes to:

RECONSTRUCTION QUESTIONS

- 1. Which word is an adjective?**
 - A debacle
 - B deed
 - C debatable
 - D dedication
- 2. What is an antonym for the word ratify?**
 - F pamphlet
 - G veto
 - H endorse
 - J realize
- 3. What was the goal of the “Black Codes” Southerners passed in the late 1860s?**
 - A to declare clearly who was free and who was still a slave in the South
 - B to grant each freed slave 40 acres and a mule
 - C to help freed blacks move to Northern cities
 - D to restrict the ability of freed slaves to move and act freely
- 4. The Freedman’s Bureau did the following things after the Civil War *except* —**
 - F gave food to people to prevent mass starvation in the South
 - G passed out extra United States Army clothing to poor Southerners
 - H repaired railroads destroyed in the Civil War
 - J organized schools that anyone could attend, regardless of race
- 5. “If we don’t get a good harvest, we’ll have trouble eating this winter.” Which word below has the same meaning as the word “harvest?”**
 - A register
 - B happy
 - C observation
 - D collection
- 6. What would be another likely source of information about Reconstruction?**
 - F thesaurus
 - G Home and Garden magazines
 - H www.homebuilder.com
 - J autobiography of President Andrew Johnson
- 7. The Fifteenth Amendment to the United States Constitution does what?**
 - A gives all male American citizens the right to vote regardless of race or slavery
 - B allows for the popular, direct election of senators to the United States Congress
 - C describes the process for impeaching a United States president
 - D outlaws slavery anywhere in the United States

CHAPTER
2

THE KKK CRISIS

READING STRATEGIES

SKILLS

Pronouns
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. What is happening on the cover?

SAY: “This is a comic book narrated by Chester the Crab. It is about Americans who tried to put the laws and society of the United States back together after the Civil War. Many

of those people still disagreed about what was right. How do you solve your disagreements with other people?”

Take a picture walk through the second story, “The KKK Crisis,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have you ever read a comic book?”

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)

terrorist (p. 8) – person who uses threats or violence to scare people, get political change

government (p. 8) – institution that makes laws and rules for a community, enforces them

veteran (p. 8) – person who once served in the armed forces or fought in a war

slave (p. 8) – person owned as a piece of property for that person’s entire life

empire (p. 9) – a large land, territory, or population controlled by one group or ruler

minstrel (p. 9) – traveling singer or comedian who uses simple, folk entertainment

population (p. 10) – the number of people in a certain area, such as a region or nation

Constitution (p. 10) – 1787 document organizing the U.S. on a federal system

amendments (p. 10) – additions or changes to a document, such as the Constitution

(VOCABULARY, *continued from previous page*)

rights (p. 11) – powers, liberties, or privileges a person owns by law or nature

republic (p. 11) – people govern themselves through representatives making laws for all

martial law (p. 11) – strict rule by military authorities over civilians, as in a time of war

governor (p. 12) – leader of a state or colony; makes sure the laws are followed

3. WORD STUDY

☞ **Read** a page in the story. **Point** out the **pronouns** in the story. **SAY:** “A **pronoun** is a word used in place of another noun, such as the proper name of something or someone. Can you find some in the story?”

☞ Point to examples in the story: (p. 8) I, you, he, they, our, we, ourselves, me **ASK:** “To whom or what are these words referring?” Do the same for other examples: (p. 9) them, they, I, their, he, these, that, we, those (p. 10) your, you, they, their, I, me, us (p. 11) us, I’ve, you, their, those, we, his, he, our, this (p. 12) he, it, me, they, themselves

4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 24 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. 25 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

☞ **SAY:** “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and text.” Point to the phrase in the lower 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.

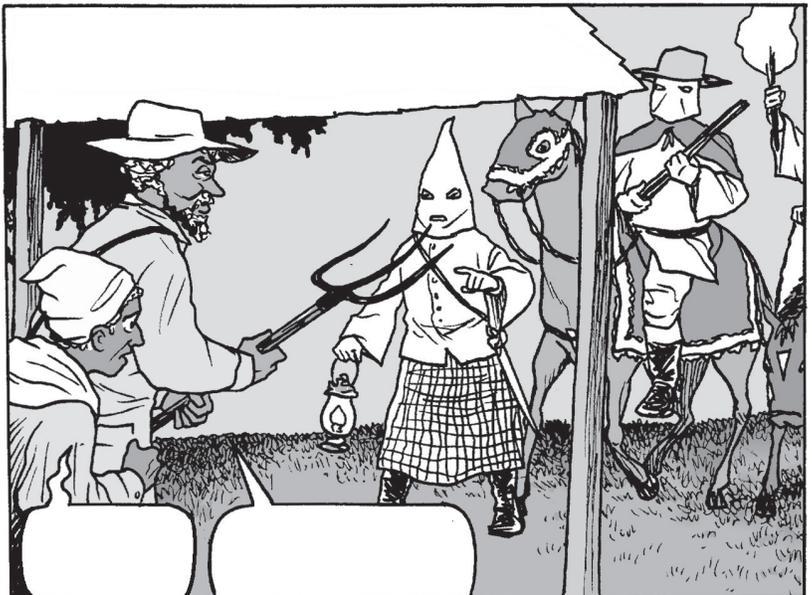
5. RESPOND/ASSESS

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. 13 of this guide.

A SCARY STORY

Here is your chance to explain some of the scary things that happened in the South after the Civil War. Fill the word balloons to help Chester get through the lawless countryside.

HOW DID THE KU KLUX KLAN OPERATE?



next:
U.S. CRACKDOWN

THE EARLY DAYS OF THE KKK

The Ku Klux Klan was organized by ex-Confederate soldiers to oppose the Reconstruction plans of the radical Republican Congress and to maintain “white supremacy.” After the Civil War, when local government in the South was weak, informal vigilante organizations or armed patrols formed in many communities. These were linked together in societies such as the Men of Justice, the Pale Faces, the Constitutional Union Guards, the White Brotherhood, and the Order of the White Rose. The Ku Klux Klan was the best known of these.

It was organized at Pulaski, Tenn., in 1866. Its strange disguises, its silent parades, its midnight rides and its mysterious language and commands were effective in stirring fears and superstitions. KKK riders muffled their horses' feet and covered the horses with white robes. They themselves dressed in flowing white sheets, their faces covered with white masks, to pose as spirits of the Confederate dead returned from the battlefields. Although the Klan was often able to achieve its aims by terror alone, whippings and lynchings were also used, not only against blacks but also against the white “carpetbaggers.”

A general organization of the local Klans happened in April, 1867, at Nashville, Tenn. Famous Confederate cavalry leader N. B. Forrest was made Grand Wizard of the Empire. Each state constituted a Realm under a Grand Dragon with the local Dens governed by a Grand Cyclops. Control over local Dens was not firm, and reckless and lawless local members sometimes committed acts that KKK leaders would not support. General Forrest in 1869 ordered the disbandment of the Klan and resigned as Grand Wizard. Local groups continued for many years.

1. Another good title for this passage is:

- A General Forrest’s Greatest Civil War Battles
- B Early History of Clothing in the South
- C Tobacco Stops the Presses
- D The Lawless South After the Civil War

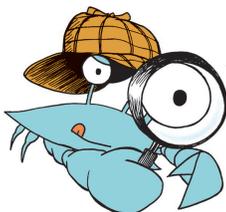
2. General Forrest wanted to disband the KKK because

- F Northern politicians opposed the group.
- G Local KKK members broke laws and were hard to control.
- H He was ill.
- J White Southerners had regained political power.

3. In this passage, what word means the same as “supremacy?”

- A control
- B weakness
- C history
- D elegancy

4. Based on this reading, what do you think law enforcement officials could have done to control the Klan? How would you balance a Klan member’s right to assemble with the rights of others?



TEACHERS!

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

Answers :

1. D 2. G 3. A

THE KKK CRISIS QUESTIONS

- 1. Which word is a pronoun?**
 - A finally
 - B were
 - C why
 - D we
- 2. An addition or change to a document, such as the Constitution, is an _____?**
 - F pamphlet
 - G entitlement
 - H amendment
 - J biography
- 3. What occurred after Republican Rutherford Hayes became president?**
 - A Federal troops left Louisiana and South Carolina.
 - B Southerners elected even more blacks to Congress to support his policies.
 - C The nation began a long, slow recovery from the 1873 economic panic.
 - D Nathan Bedford Forest resigned from the Ku Klux Klan.
- 4. The following are reasons Northerners dropped interest in the South *except* —**
 - F Northerners began to settle the Great Plains in large numbers
 - G people worried about their jobs after the economic panic of 1873
 - H Republican state governments in the South were too weak to govern
 - J black representatives asked for federal troops to withdraw
- 5. “Citizens being scared away from voting do not have a republic.” Which words below have the same meaning as the word “republic?”**
 - A representative democracy
 - B direct democracy
 - C aristocracy
 - D confederacy
- 6. President Grant said, “Let us have peace.” What word rhymes with peace?**
 - F price
 - G pace
 - H Greece
 - J foot
- 7. What is this story *mainly* about?**
 - A the way Ulysses S. Grant was elected president
 - B the way some Southerners tried to scare freed blacks from using their rights
 - C costumes of the 1860s
 - D voting problems in South Carolina after the Civil War

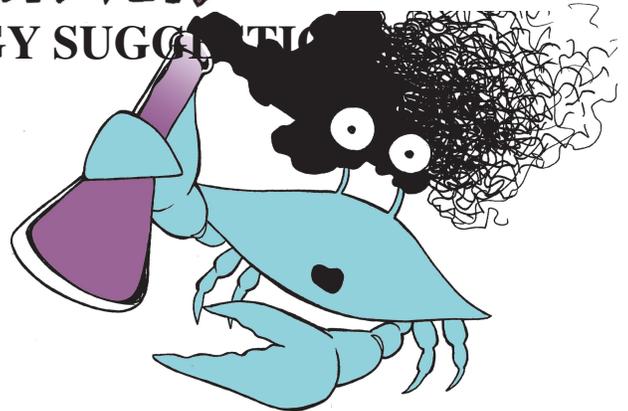


GEORGE WASHINGTON CARVER

READING STRATEGY SUGGESTIONS

SKILLS

Fact vs. 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. What is happening on the cover?

➤ **SAY:** “This is a comic book narrated by Chester the Crab. It is about an African American who fought for his rights and education. What work would you do for a living if you couldn’t read?”

➤ **Take** a picture walk through the third story, “George Washington Carver,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have any of you ever read a comic book?”

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)

slavery (p. 14) – owning a person as a piece of property for that person’s entire life
bushwhackers (p. 14) – irregular, guerrilla fighters clashing west of major Civil War battles
Constitution (p. 15) – 1787 document that organized the United States on a federal system (sharing power between a central government and its territories)
rights (p. 15) – powers, liberties, or privileges a person owns by law or nature
segregation (p. 15) – keeping people of different races, religions, or groups separate
sharecropping (p. 16) – to work land and received a share of some of the crop’s sales
agriculture (p. 16) – the practice of farming natural resources, such as plants and animals

(VOCABULARY, *continued from previous page*)

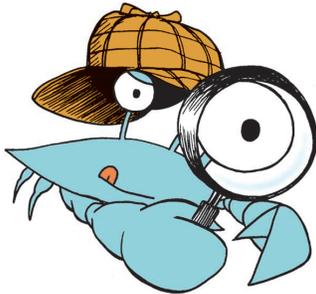
environmentalist (p. 17) – person who protects natural resources and conserves energy

spokesman (p. 18) – person paid to speak for others or promote a product or idea

legend (p. 18) – story handed from generation to generation, believed to have some truth

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 to be 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) “Sorry, I found only the boy.” vs. “They probably took them 20 miles south to Confederate Arkansas.” (p. 15) “Carver, you cannot attend this school!” vs. “We didn’t lose all those men in the Civil War for nothing!” (p. 16) “Hmmm, not as much as last year.” vs. “Living in this shack feels like we are still slaves!” (p. 17) “Carver finds more than 100 uses for peanuts.” vs. “People will buy peanuts if we turn them into other things.” (p. 18) “**BE LIKE GEORGE!**” vs. “He also turns sweet potatoes into rubber and makes cotton a road surface.”

4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 24 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. 25 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

☞ **SAY:** “**A prediction is a guess about what happens next, based on what you have already learned from picture clues and text.**” Point to the phrase in the lower 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. 18 of this guide.

MATH ACTIVITY

PEANUT PREDICTIONS

Did you know that the average person in the United States eats nearly 10 pounds of peanuts a year? To find out how many peanuts that is, do the following activity:

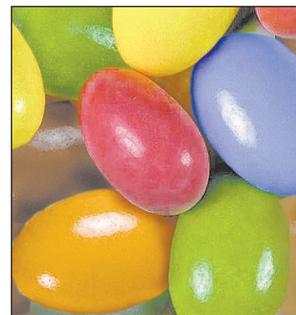
Place one pound of shelled peanuts in a jar. Predict how many peanuts are in the jar. Check your prediction by sorting the peanuts into groups of ten and counting the groups.

How many peanuts were actually in the jar? To find out how many individual peanuts people eat each year, multiply the number you came up with by 10. You might be surprised to find out how many peanuts you've been eating!

Now estimate how many candies are in a small unopened bag of Peanut M&Ms. Open the bag and count the candies to check your estimate.

How many colors are in the bag? _____
Of which color do you have the most? _____
Of which color do you have the least? _____
What fractional part of the M&Ms is yellow? _____ Red?
_____ Green? _____ Brown? _____

If you were to put the M&Ms back in the bag and reach in without looking, which color M&M are you most likely to pick? _____ -



1. If it takes 810 peanuts to make an 18-ounce jar of peanut butter, how many peanuts will it take to make 54 ounces of peanut butter?

A 972
B 2,430
C 43,740
D 1,026

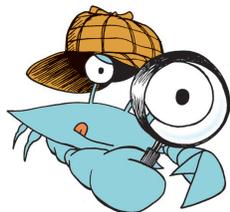
2. What is a sharecropper?

F A person who farms land for the owner in return for a part of the crops
G A wealthy farmer who shares his crops with the poor
H A farmer who grows and sells peanuts for a living
J A person who encourages farmers to grow peanuts



3. What number is $\frac{1}{5}$ of 500,000?

A 250,000
B 100,000
C 2,500,000
J 10,000



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ANSWERS:

3. B
2. F
1. B

GIVE HIM A HAND

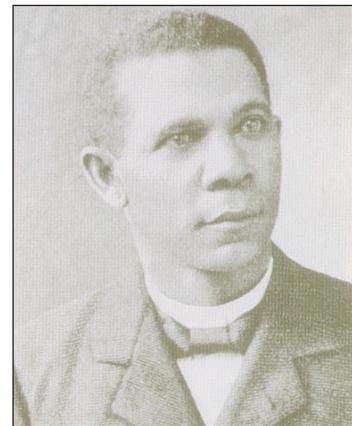
Booker T. Washington said that whites and blacks could remain as separate as fingers socially but needed to work together to make progress on rebuilding the South - like hands working together. Let's explore what he meant by this **symbolism**.

Make a list of things that you can do with just one finger.

Now make a list of things you can do with one whole hand (when all your fingers work together). Compare the two lists. Which is longer?

Make a list of the things you can do with all 10 fingers and both hands working together. How does this list compare with the first two lists?

Write things that you can do with only one finger on the fingers of a glove, then write what you can do with your whole hand on the hand part of the same glove.



FOR MORE INFORMATION ABOUT BOOKER T. WASHINGTON:

Check out these books at your school or local public library:

- More than Anything Else. Marie Bradby. (ages 5-8)
- Booker T. Washington: Educator and Leader. Jack Roberts. (ages 7 to 9)
- Booker T. Washington. Lois P. Nicholson. (ages 8 to 11)
- The Story of Booker T. Washington. Patricia McKissack. (ages 8 to 11)

And for older readers:

- Up From Slavery. Booker T. Washington. This is Booker T. Washington's own account of his triumph over the legacy of slavery, his founding of the Tuskegee Institute, and his emergence as a national spokesperson for his race.

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GEORGE WASHINGTON CARVER QUESTIONS

- Which of the following is a statement of opinion from Chester's story?
 - "Actually, Carver did not invent peanut butter."
 - "We can be one like the hand in all things for progress."
 - "Carver finally finds an Iowa college that will teach him in 1890."
 - "Some Carver guy is teaching a farming class at Tuskegee."
- What kind of story is Chester's adventure with George Washington Carver?
 - pamphlet
 - myth
 - autobiography
 - biography
- If you put these events in chronological order, which one comes last?
 - George Washington Carver finds 100 uses for peanuts.
 - A movie is made about George Washington Carver's life.
 - Booker T. Washington hires George Washington Carver to teach in Alabama.
 - George Washington Carver gets his freedom when he is adopted by the Carvers.
- Scientist George Washington Carver did the following things *except* —
 - discover hundreds of kinds of fungi.
 - teach farmers about restoring the nutrients in their soil.
 - make bread out of sweet potatoes during World War I.
 - find a cure for the whooping cough.
- "I am inspired to create new things." Which word below has the same meaning as the word "inspired?"
 - exhausted
 - worried
 - observed
 - awakened
- Another good title for this story would be —
 - "Educational Leaders of Reconstruction"
 - "Bushwackers in the Civil War"
 - "Peanuts Are Amazing!"
 - "How to Make Sharecropping Work"
- What is this story *mainly* about?
 - The things George Washington Carver learned as a student.
 - The things George Washington Carver made out of sweet potatoes.
 - One man's struggle to learn and teach during the bitter Reconstruction era.
 - Different types of crops that work well in the sharecropping system.

CHAPTER
4

RAILROAD RECOVERY

READING STRATEGY SUGGESTIONS

SKILLS

Compare and Contrast 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. What is happening on the cover?

➤ **SAY:** “This is a comic book narrated by Chester the Crab. It talks about solutions to the economic problems after the Civil War’s fighting between

Americans. Could railroads solve any problems we have in America today?”

➤ **Take** a picture walk through the fourth story, “Railroad Recovery,” to see what Chester is learning about. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have any of you ever read a comic book?”

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)

port (p. 21) – harbor that becomes a shipping center for trading and selling goods

products (p. 22) – things people make or grow that can be bought to satisfy needs, wants

slaves (p. 22) – people owned as a piece of property for their entire life

cash crops (p. 22) – extra plants grown by farmers to be sold for food or other uses

agriculture (p. 22) – the practice of farming natural resources, such as plants and animals

industries (p. 23) – large-scale businesses, especially those manufacturing something

(VOCABULARY, *continued from previous page*)

economy (p. 23) – system of building and distributing wealth in a certain region or nation

textiles (p. 24) – any woven or knitted fabric; cloth

debt (p. 24) – payment owed for an earlier use of goods or services

budget (p. 24) – a plan for adjusting expenses to income

3. WORD STUDY

 **Read** a page in the story. **Ask** students to describe the way events are related through **comparing and contrasting** parts of the story. **SAY:** “Comparing and contrasting is the exercise of finding similarities and differences between events, characters, or other parts of a story.”

 **Point** to examples in the story: (p. 20) **ASK:** “What are the differences between the first two pictures at the top of this page?” (p. 21) **ASK:** “What are the similarities and differences in the two men speaking in the second panel of this page?” (p. 22, 24) **ASK:** “How would you compare or contrast the different forms of transportation you see on these two pages?”

4. READ THE STORY FOR WRITING PROMPTS

 **Give** students a copy of The Details Umbrella from p. 24 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 details 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. 25 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

 **SAY:** “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and text.” Point to the phrase in the lower 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. 23 of this guide.

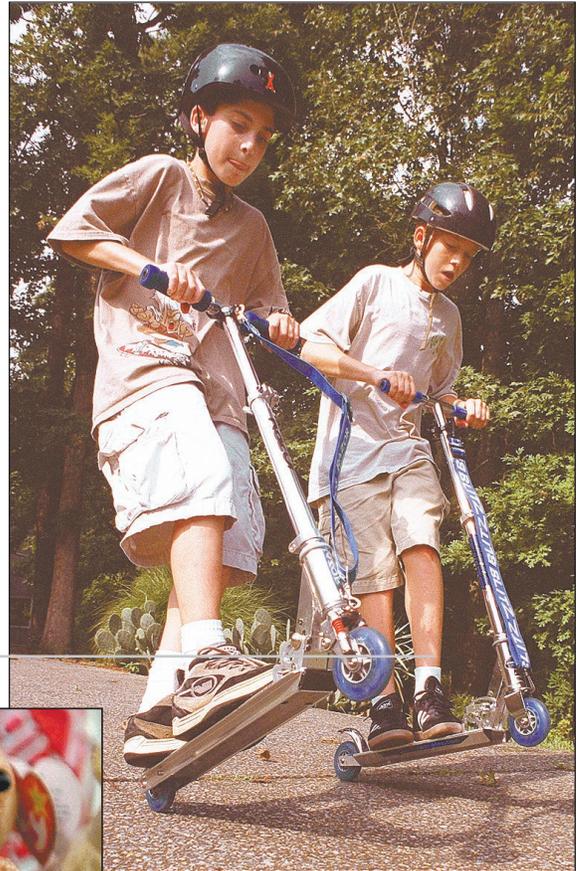
SOCIAL STUDIES ACTIVITY

BUYING SPREE

Since there were a lot of people who wanted the land along the railroad track and a limited number of that kind of land available right after the Reconstruction era, the price for the land went up. When there is a **scarcity** of something, people are willing to pay more money for it.

Sometimes when a lot of people want something, it's a fad. In 1634 the Dutch people went crazy for tulips and became convinced they had to have them. One man even traded 1,000 pounds of cheese, 4 oxen, 8 pigs, 12 sheep, a bed, and a suit of clothes for a single tulip bulb. The fad lasted for about three years. When it was over some people found they had paid too much for their tulips.

Before you laugh too hard, though, think about American fads. Virtual pets. Silly haircuts. Tattoos. Colored plastic wristbands. Hula hoops. Look at the Web site www.badfads.com. Choose a fad and answer the questions below.



Which fad did you choose?

When was it a fad?

In your opinion, why was it so popular?
Do people still buy or do this?

How much does it cost now?
How much did it cost when it was popular?

What are the things you have collected or played with in your life? Are they still popular, or were they fads?

Which of these things do you think will still be popular when you grow up and have kids?

Pokemon
Yu-Gi-Oh cards
Dragonball Z
Bratz dolls
Webkinz
Barbie
iPods
Beanie Babies
SpongeBob Squarepants

SOCIAL STUDIES ACTIVITY

MATCHGAME

Production of goods such as apples or cotton calls for several ingredients (like a recipe):

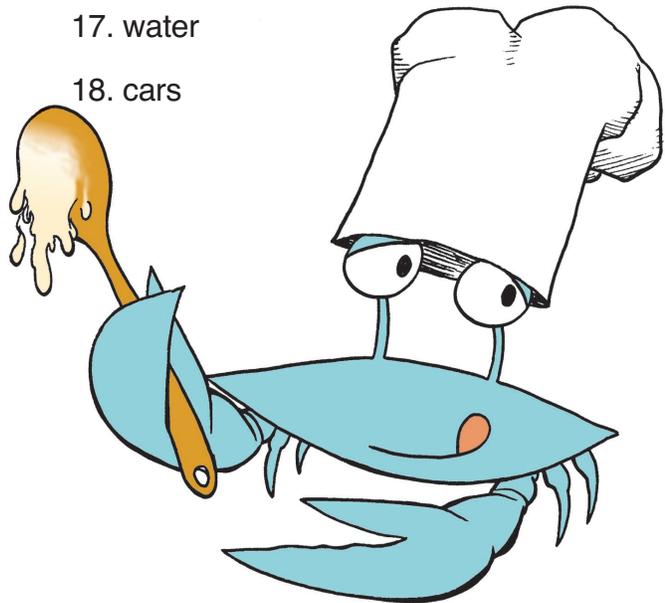
-  **Human resources** are people at work
-  **Natural resources** are things from the Earth, like water, soil, wood, coal, etc.
-  **Capital resources** are things like tools and machines that we've made to help us make other things.

Can you pick out different kinds of resources? Look at this list and the sentences below. In each, underline the human resources in **red**, the natural resources in **blue**, and the capital resources in **green**.

- | | |
|--------------------|------------------|
| 1. factory workers | 10. minerals |
| 2. accountants | 11. stone |
| 3. farm land | 12. plants |
| 4. engineer | 13. coal |
| 5. hammer | 14. tractors |
| 6. doctors | 15. steam engine |
| 7. railroads | 16. artist |
| 8. farmers | 17. water |
| 9. wood | 18. cars |

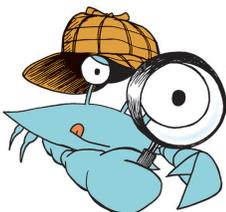
Identify the types of resources mentioned in the sentences below.

1. Joe carefully cut away the rough edges of the wood with a planing tool.
2. Jamal asked the electricians to bring the wires closer to the house.
3. Linda stirred in the amount of water the recipe recommended while the pot warmed on the stove.



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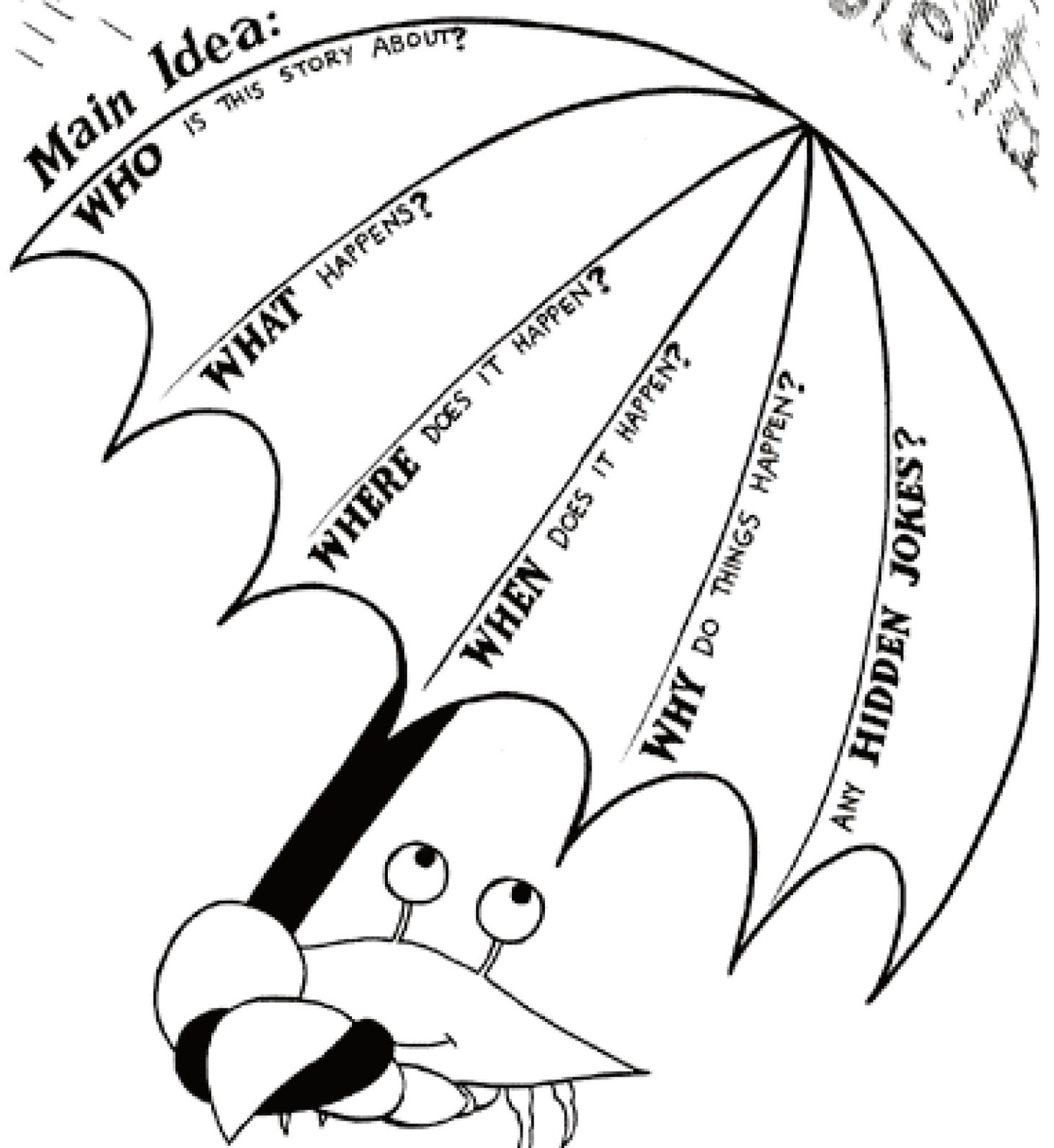


Answers: 1. human 2. human 3. natural 4. capital 5. capital 6. human 7. capital 8. capital 9. natural 10. natural 11. natural 12. natural 13. natural 14. human 15. human 16. human 17. natural 18. natural

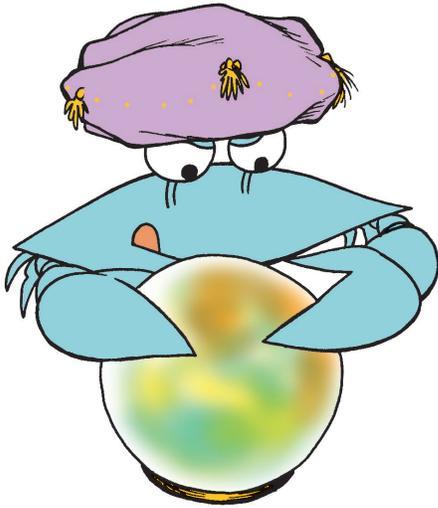
RAILROAD RECOVERY QUESTIONS

1. A _____ is a product that can sell in large amounts to faraway markets.
A agriculture
B “victory garden”
C cash crop
D subsistence crop
2. Another way to say economy would be —
F currency
G state legislature
H representative democracy
J businesses and workers
3. What is a *likely* reason that farm families went to work in Southern factories?
A They were places to meet new friends from faraway places.
B They were unable to get out of their debt by just farming.
C They wanted the employee discounts on the products they made.
D The factories were often better built and more comfortable than their own homes.
4. The following are natural resources *except* —
F coal
G tobacco
H cotton
J farmers
5. “People move from the countryside to find jobs in the cities.” Which word below describes the word “countryside?”
A rural
B urban
C coastal
D regional
6. The best place to find the meaning of unknown words in a passage would be —
F a thesaurus
G a dictionary
H an atlas
J the Library of Congress
7. What is this story *mainly* about?
A the economic changes in the South after the Civil War
B land prices in the South after the Civil War
C the political changes in the South after the Civil War
D the continued dominance of cotton in the South’s economy after the Civil War

The Details Under the Big Idea



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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 FOR RECONSTRUCTION JUNCTION

RECONSTRUCTION	KKK CRISIS	G.W. CARVER	RR RECOVERY
p. 8	p. 13	p. 18	p. 23
1. C	1. D	1. B	1. C
2. G	2. H	2. J	2. J
3. D	3. A	3. B	3. B
4. H	4. J	4. J	4. J
5. D	5. A	5. D	5. A
6. J	6. H	6. F	6. G
7. A	7. B	7. C	7. A

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Washington, D.C.
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French & Indian War
Boston Tea Party
Paul Revere, Rider
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Constitution Construction

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Oregon Trail
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