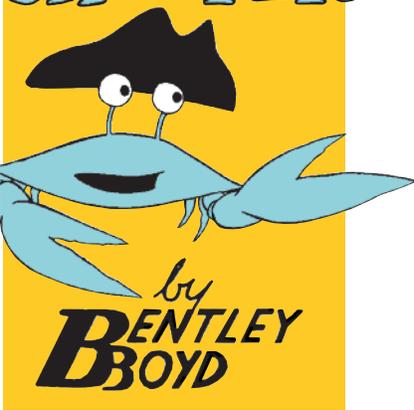


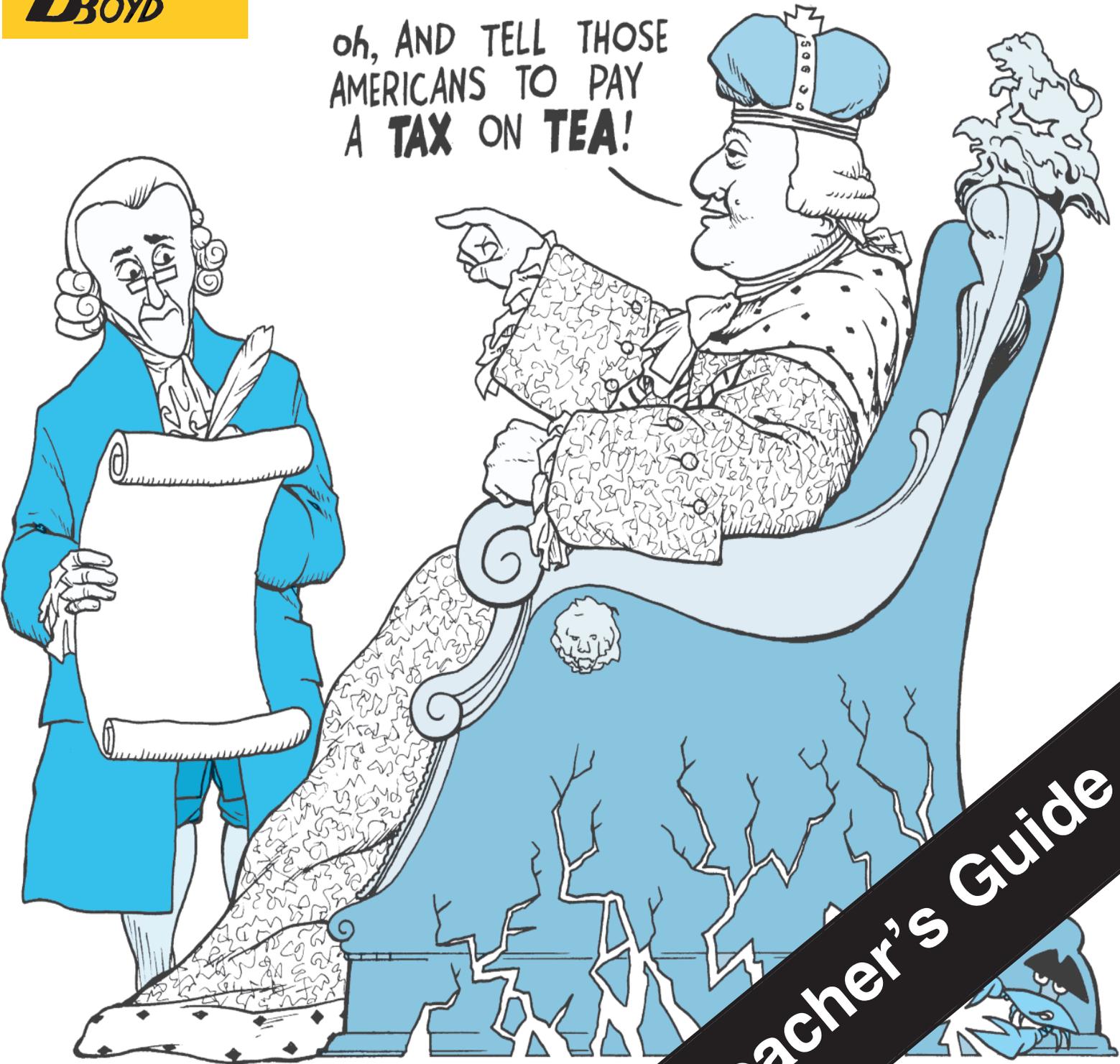
CHESTER

COMIX WITH CONTENT



Revolutionary RUMBLINGS

oh, AND TELL THOSE
AMERICANS TO PAY
A **TAX ON TEA!**



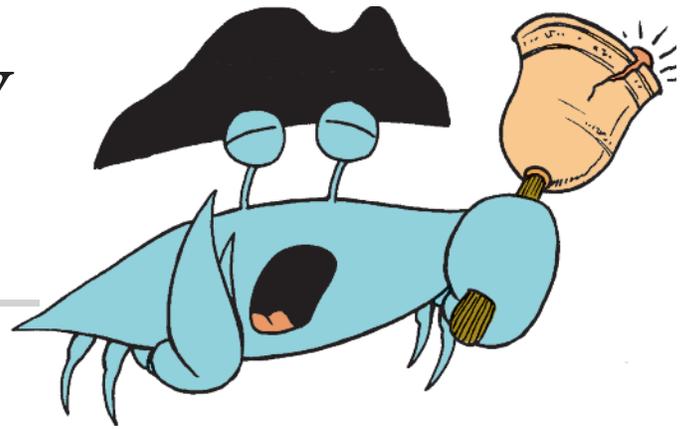
Teacher's Guide

* French & Indian War * Boston Tea Party

Teacher's Guide for

REVOLUTIONARY RUMBLINGS

Chester's Comix With Content series



Dear Teacher:

Chester the Crab's "Revolutionary Rumbings" 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 "Revolutionary Rumbings," 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 "Anthony Zuyd".

OBJECTIVES

After reading "Revolutionary Rumbings" 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 **THE FRENCH & INDIAN WAR** reading strategies, activities, test
- p. 8 **THE BOSTON TEA PARTY** reading strategies, activities, test
- p. 13 **PAUL REVERE, RIDER** reading strategies, activities, test
- p. 18 **A DECLARATION!** reading strategies, activities, test
- p. 23 Details Umbrella
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- back Question answers; other titles in this series

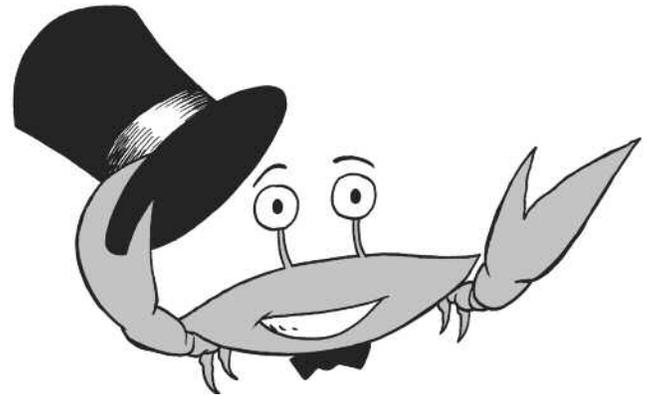
COMIX IN THE CLASSROOM

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 a sense of **sequence** - that 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!)

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.

NEXT!

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

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.

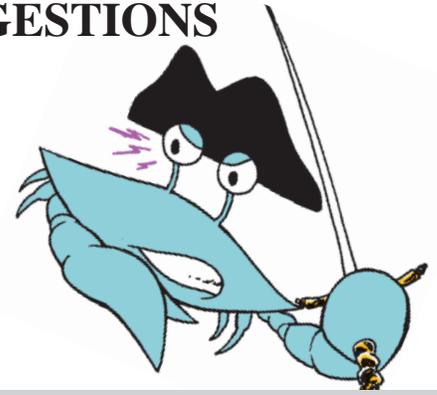


THE FRENCH & INDIAN WAR

READING STRATEGY SUGGESTIONS

SKILLS

Interjections 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 arguments that led to the American

Revolution. Can you name some people in that fight for freedom?”

➤ **Take** a picture walk through the first story in this comic, “The French & Indian War,” to see what Chester is learning. **Point** to 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. Use color as a way to build memory by writing the proper nouns in a different color. (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)

George Washington (p. 2) – leader of colonist army during American Revolution

Appalachian Mountains (p. 2) – mountain ridge in eastern half of United States

volunteer (p. 3) – one who chooses to participate in a group or activity

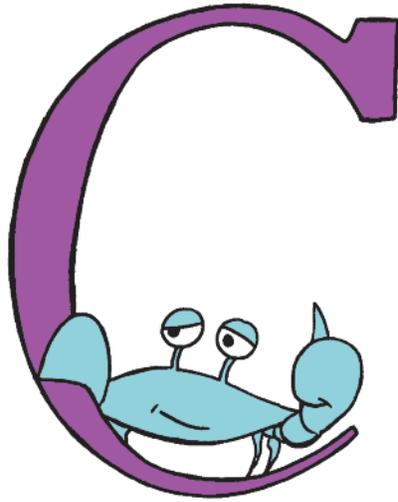
colonists (p. 3) – someone who settles a distant land for the land’s controlling nation

William Pitt (p. 4) – British prime minister during French and Indian War

treaty (p. 6) – agreement between nations or groups, often used to end a war

King George III (p. 6) – head of England’s monarchy government in American Revolution

Proclamation Line of 1763 (p. 6) – western boundary for British colonies in North America set by King George III; colonists were not to cross the Appalachian ridge



3. WORD STUDY

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

Point to examples in this story: (p. 2) Oh NO, Good!; (p. 3) Arrkk!; (p. 5) Shhh!, Zut Alors!; (p. 6) OK! OK!

4. READ THE STORY FOR WRITING PROMPTS

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

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

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

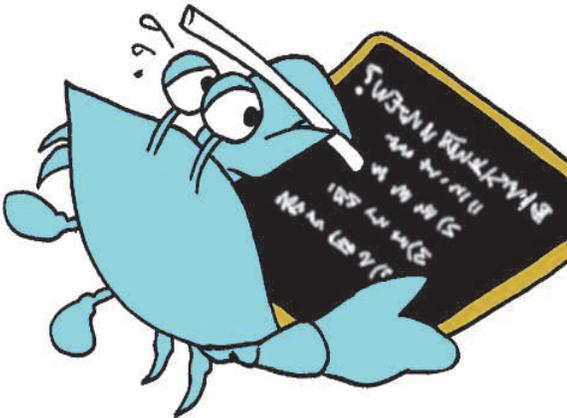
SAY: “A **prediction** is a guess about what happens next based on what you have already learned from picture clues and the text.” Point to the phrase in the lower right corner by the word “Next.” ASK: “How does this clue help you make a prediction about the next page?”

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

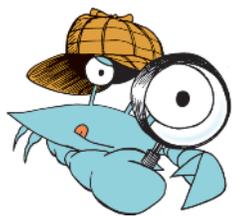
5. RESPOND/ASSESS

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.

TAKE A SHOT



1. If there are 4,800 British troops, and each soldier has 2 musket balls loaded in his gun, how many musket balls are loaded? If each British soldier has 3 musket balls loaded, how many musket balls are loaded?
2. Each British soldier climbed a 180-foot cliff. How many inches did each climb? How many yards?
3. The British have 4,800 soldiers. The French have 5,000 soldiers. How many more French soldiers are there?
4. If the British fired their guns when the French were 40 yards away, how many feet away were they?



TEACHERS!

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

ANSWERS:

1. 9,600 musket balls;
- 14,400 musket balls;
2. 2,160 inches;
- 60 yards;
3. 200
4. 120 feet

READ MORE

Check these books out from your local or school library:

“**Struggle for A Continent: The French and Indian Wars 1689-1763,**” by Betsy C. Maestro. Ages 6-12

“**The French and Indian War, 1660-1763,**” by Christopher Collier. Ages 10 and up

“**The French and Indian War,**” by Benton Minks. Ages 12 and up.

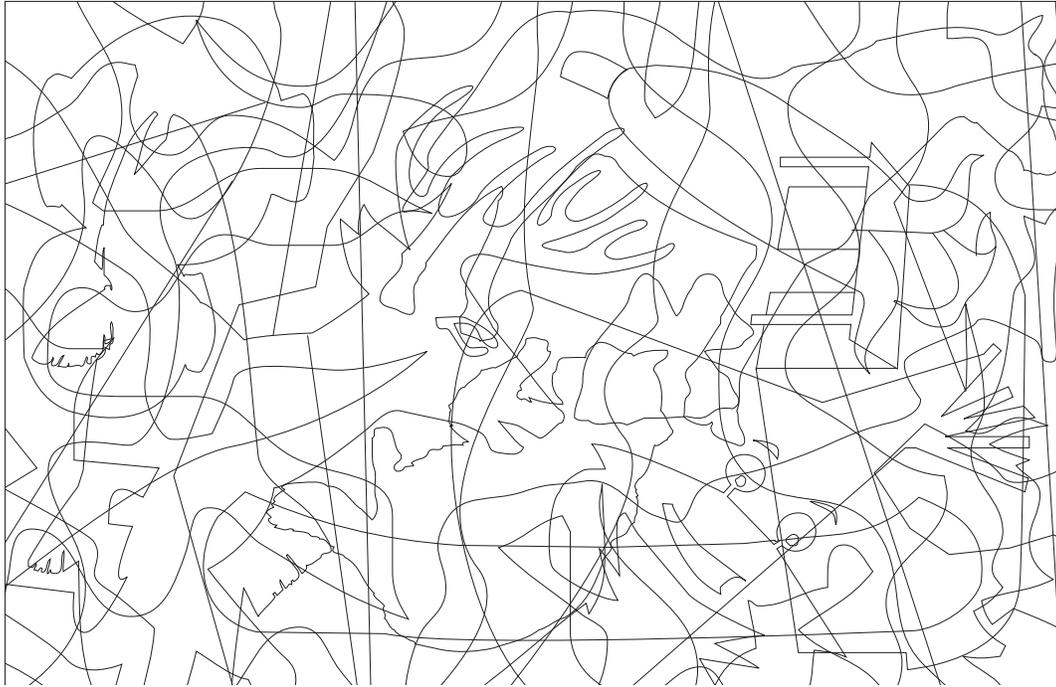
POPUP

The British troops sneak up a 180-foot cliff to surprise the French soldiers. Can you think of some ordinary objects that can be compared to 180 feet?

For example, a football field from goal line to goal line is 300 feet long. How long is your classroom or your bedroom at home? How many of those rooms would it take to fill 180 feet?

What else can you use to compare?

HISTORY ACTIVITY

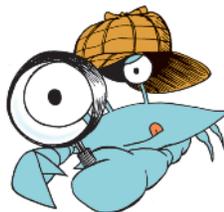
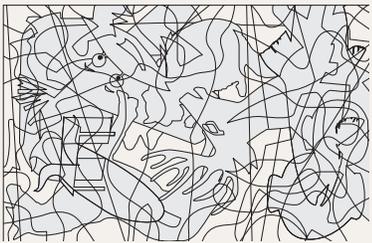


HIDDEN IMAGES

Camouflage is the key to successful ambushes by the Indians during the French and Indian War. The clothes they wear blend into the woods and the British soldiers can't see where they are hiding. Animals such as the chameleon use camouflage to protect themselves from predators. Look at this picture. Can you find and trace these items?

-  deer
-  Chester
-  canoe
-  horse
-  corn
-  pottery
-  fish
-  longhouse
-  arrowhead
-  teepee
-  raccoon

ANSWERS:



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

Revolutionary Rumbings, Chester Comix. Teachers have permission to photocopy this page for classroom use only.

FRENCH AND INDIAN WAR QUESTIONS

- 1. What is a term that can be used to describe Chester’s story about the French and Indian War?**
 - A nonfiction
 - B folktale
 - C biography
 - D autobiography
- 2. The French and Indian War was MOSTLY fought in which river valley?**
 - F Rio Grande River valley
 - G James River valley
 - H Mississippi River valley
 - J Ohio River valley
- 3. Colonists upset about British policies after the French & Indian War said —**
 - A “Get outta here!”
 - B “Taxation without representation!”
 - C “I told you so.”
 - D “Of course you realize this means war.”
- 4. “We’re doing fine without the British redcoats. Why should we depend on them for protection?” In this sentence from the story, which word has the same meaning as protection?**
 - F defense
 - G guardhouses
 - H prevention
 - J supplies
- 5. “I am the British leader who told colonists they could not live west of the Appalachian Mountains after the French and Indian War. Who am I?”**
 - A The Marquis de Montcalm
 - B George Washington
 - C King George III
 - D General Edward Braddock
- 5. What is this story MAINLY about?**
 - F The struggle between two empires for control of North America
 - G France and England’s different styles of settlement
 - H Leaders of France and England
 - J The Battle for Fort Duquesne

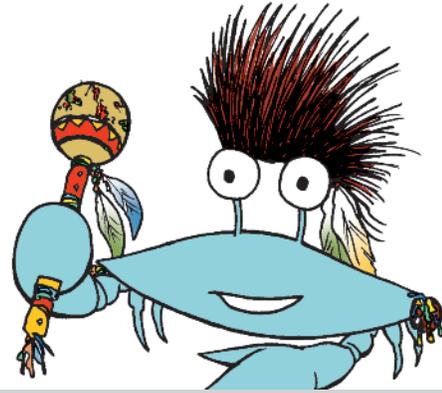


THE BOSTON TEA PARTY

READING STRATEGY SUGGESTIONS

SKILLS

Compound Words Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

➤ **Read** the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

➤ **SAY:** “This is a comic book narrated by Chester the Crab. It is about the arguments that led to the American

Revolution. One fight was about a tax on tea. What is your favorite drink? How would you like to pay more for it?”

➤ **Take** a picture walk through the second story, “The Boston Tea Party,” 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. Use color as a device to build memory by writing the proper nouns in a different color. (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)

debt (p. 9) – payment owed for an earlier use of goods or services

credit (p. 9) - getting goods or services now with a promise to pay for them later

tax (p. 10) – money paid by people and business to a government so the government can provide goods and services to the community

French & Indian War (p. 10) – fight between England and France for control of N. America

assemblies (p. 10) – law-making groups, one for each American colony

goods (p. 10) – touchable items that satisfy needs or wants

(VOCABULARY, continued from previous page)

non-importation (p. 11) – promise to not buy goods made in another country

Lord North (p. 11) – British prime minister during American Revolution

monopoly (p. 11) – only one producer sells a product, with no close substitutions nearby

Sam Adams (p. 12) – patriot from Massachusetts during American Revolution

tyranny (p. 12) – unfair government or situation in which rights are not protected

harbor (p. 12) – a protected water inlet for anchoring ships

Committee of Correspondence (p. 13) – patriot organization for communicating ideas

3. WORD STUDY

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

 **Point** to examples in the story: (p. 9): afternoon, halfway; (p. 10) newspapers; (p. 11) storekeepers, themselves; (p. 12) deadline.

4. READ THE STORY FOR WRITING PROMPTS

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

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

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

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

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

 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.

MATH ACTIVITY

COFFEE, TEA, OR CHESTER

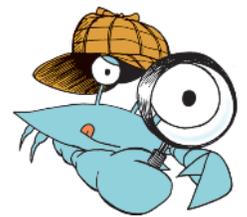
While relatively harmless, caffeine is the most commonly used mind-altering drug in the world. When used in moderation, caffeine acts as a mild stimulant to the nervous system, resulting in a feeling of well-being and alertness. It increases the heart rate, increases urination, and stimulates secretion of stomach acids. Excessive intake can result in restlessness, insomnia, and heart irregularities. Caffeine only takes 15 to 20 minutes to get into your blood and the caffeine effect lasts for 3 1/2 hours. Results from too much caffeine, an intake of 200 to 500 milligrams of caffeine daily, can result in headache, tremor, nervousness, irritability, or increased sensitivity.

AMOUNTS OF CAFFEINE (mg = milligram)

Sprite	0 mg
One cup of brewed coffee	135 mg
Mountain Dew	55.5 mg
Barq's Root Beer	22.5 mg
Surge	52.5 mg
7-Up	0 mg
Diet Coke	46.5 mg
Sunkist	42 mg
Mug Root Beer	0 mg
One cup of tea	about 50 mg
Coca Cola Classic	34.5 mg
Pepsi	37.5 mg
Minute Maid Orange Soda	0 mg
Dr Pepper	42 mg

QUESTIONS:

1. How many cups of tea would you need to drink to get 500 milligrams of caffeine?
2. Which has more caffeine: one cup of coffee or two cups of tea?
3. Would two cans of Barq's root beer have more or less caffeine than one can of Mountain Dew?
4. Which has the most caffeine: Diet Coke, Sunkist, Dr Pepper, or Sprite?
5. How much more caffeine does one can of Pepsi have than one can of Coca Cola Classic?



TEACHERS!

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

ANSWERS:
1. 10
2. one cup
of coffee
3. less
4. Diet Coke
5. 3 mg

HISTORY ACTIVITY

'CAUSE I'M THE TAXMAN

Do you think you'd do a better job raising money than the king in Chester's story? Try it!



The Brown family has been called to a family meeting. Dad says, "We all want to go on a great vacation to Disney World this summer, don't we? Well there just isn't enough money for us to go. However, I have come up with a plan. I have decided to tax all of us on the things we like the most and use that tax money to help us reach our vacation goal."

"What?!" yelled the kids.

"Your mother and I have decided to hire an expert to help us set the taxes."

You are the expert. The Brown family needs to raise \$3,000 in six months. Each person must pay some kind of tax to the vacation fund. The oldest child has a part-time job. The second child gets a weekly allowance, and the third child is a baby.

YOU DECIDE

Make a list of items that will be taxed and how much everyone will pay. Consider an activity to be taxed.

What will be taxed	How much tax
Watching football on TV	\$1 per hour
Playing video games	

THE BOSTON TEA PARTY QUESTIONS

- 1. What part of Chester's story could NOT really happen in colonial times?**
 - A colonists dressing as American Indians
 - B an automatic machine pouring out tea for two shillings
 - C the British taxing playing cards
 - D colonists buying cups and saucers from China
- 2. Which of these words from the story is NOT a compound word?**
 - F salesman
 - G newspapers
 - H committee
 - J deadline
- 3. Buying something now with the promise to pay for it later is called —**
 - A credit
 - B cash
 - C monopoly
 - D boycott
- 4. For more information on a modern-day debate about taxes, the best source would be —**
 - F *The Economist* magazine
 - G the encyclopedia
 - H a dictionary
 - J a movie starring Ben Affleck
- 5. Which of the following was a British tax NOT mentioned in Chester's story?**
 - A Education Tax
 - B Townshend Acts
 - C Stamp Act
 - D Sugar Tax
- 6. What is this story MAINLY about?**
 - F The clash between Sam Adams and royal governor Thomas Hutchinson
 - G Economic forces acting on the East India Company
 - H Songs of the American Revolution
 - J Colonial America's growing problems with Britain over taxes

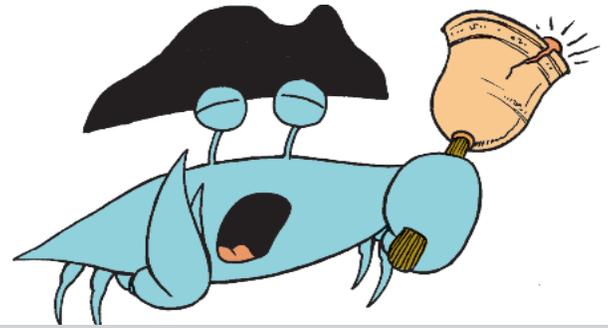
CHAPTER
3

PAUL REVERE, RIDER

READING STRATEGY SUGGESTIONS

SKILLS

Past Tense 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 events and people that led to the

American Revolution, such as Paul Revere. What do you know about Paul Revere?”

➤ **Take** a picture walk through the third story, “Paul Revere, Rider,” 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. Use color as a device to build memory by writing the proper nouns with a different color. (These words and their definitions can also be written on separate cards and later 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)

Sons of Liberty (p. 15) – colonial political group that urged American independence

trade (p. 15) – system of exchange goods and services between people, nations, groups

Stamp Act (p. 15) – British rule to tax American colonies to pay for French & Indian War

King George III (p. 16) – head of British monarchy during American Revolution

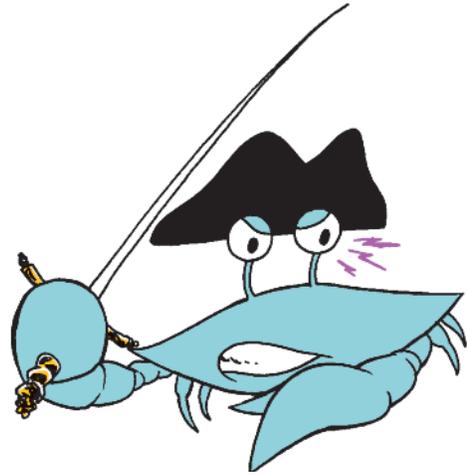
Continental Congress (p. 16) – meeting of delegates from all 13 American colonies; discussed problems with Britain and eventually promoted independence in 1776

gunpowder (p. 16) – explosive powder needed to fire rifles during colonial times

Battle of Lexington & Concord (p. 18) – opening clash of American Revolution, fought in Massachusetts in 1775

(VOCABULARY, continued from previous page)

“The Shot Heard ‘Round the World” (p. 18) – nickname for Battles of Lexington and Concord, since most recognized that fight would start open war between the American colonies and England
minutemen (p. 18) – nickname for American colonists who volunteered to be ready to fight against British soldiers at a minute’s notice



3. WORD STUDY

Read a page in the story. **SAY:** “The letters ‘ed’ at the end of a word can show past tense (something that has already happened). They make the sound ‘t,’ ‘ed,’ or ‘d.’”

Point to examples in the story: (p. 16) declared, jailed; (p. 18) joined, warned, freed. Write others on the board: danced, framed, bounced, talked.

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 you make a prediction about the next page?”

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.”

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

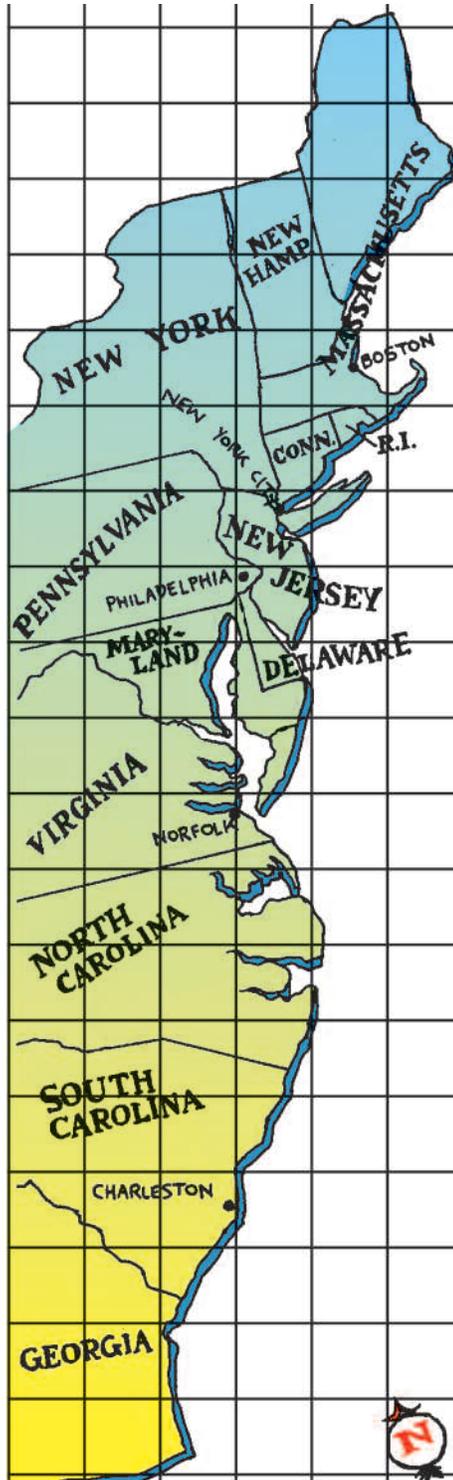
5. RESPOND/ASSESS

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.



GEOGRAPHY ACTIVITY

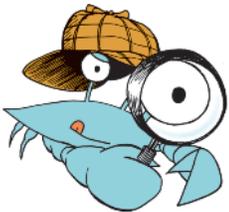
13 COLONIES



Count the boxes on this grid map of the 13 Colonies to estimate the sizes and compare them to each other. Then fill in these blanks, using $>$ or $<$.

Note that at this time, what is now Maine was part of Massachusetts, and Virginia included what is now West Virginia. Vermont doesn't exist yet.

1. New York
 ___ Delaware
2. Massachusetts
 ___ New Hampshire
3. Maryland
 ___ Georgia
4. Pennsylvania
 ___ Virginia
5. Connecticut +
 Rhode Island
 ___ North Carolina
6. South Carolina
 ___ Massachusetts



TEACHERS!

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

ANSWERS:

- < 9
- < 5
- < 4
- < 3
- < 2
- < 1

INTOLERABLE ACTS



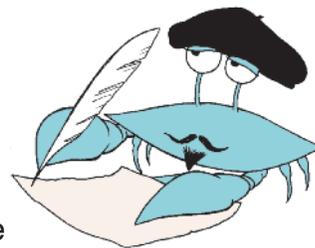
King George III's Intolerable Acts demanded:

1. Boston Harbor be closed until the colonists paid for all the tea dumped at the Boston Tea Party and the taxes on it.
2. The government would be appointed rather than elected.
3. Juries would be chosen by the governor.
4. There would be no town meetings without the governor's permission.
5. People had to let British soldiers stay in their homes.

The people of Boston felt that the laws were unfair and dangerous. Leaders from all the colonies met together for the first time to discuss their complaints and plans. Which of those Intolerable Acts do you think is most unfair? Why did you choose that one?

What sort of rules do you have to follow at school? At home?

List five rules you have to obey and share the list with your class or a group of friends. Debate which rule you think is most unfair. Do you know why the rule is in place? What would you like the rule to be? Can you come up with a compromise?



PAUL REVERE QUESTIONS

- 1. “The Shot Heard ‘Round the World” took place in —**
 - A Concord
 - B Lexington
 - C Boston
 - D Danbury
- 2. “The Sons of Liberty” is an example of —**
 - F the lower house of the Massachusetts assembly
 - G an unofficial political group
 - H a group of voluntary soldiers in the French and Indian War
 - J town officials who oversee taxation
- 3. Which of the following is an event Paul Revere did NOT participate in?**
 - A The Battle of Bunker Hill
 - B The Boston Massacre
 - C The Battle of Lexington and Concord
 - D The Boston Tea Party
- 4. “Thanks for warning us, Revere! Those few minutes really counted!” Which word means the same as “counted?”**
 - F added
 - G continued
 - H took us by surprise
 - J mattered
- 5. When the redcoat says, “We never catch them. Someone is their ‘storm warning,’ ” he is using —**
 - A a compound word
 - B an simile
 - C figurative language
 - D an interjection

What is this story MAINLY about?

- F who started the Boston Massacre
- G the way to prepare for a colonial battle
- H Paul Revere’s role in Boston’s revolutionary events
- J Paul Revere’s silversmithing business

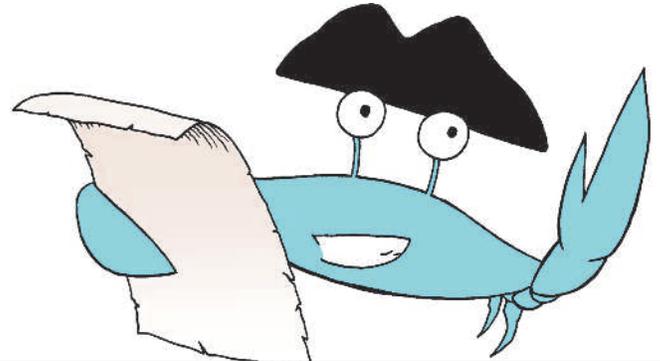
CHAPTER
4

A DECLARATION!

READING STRATEGY SUGGESTIONS

SKILLS

Compare & 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. 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 arguments over taxation that led to

the American Revolution. Do you know who wrote our *Declaration of Independence*?”

Take a picture walk through the fourth story, “A Declaration,” 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. Use color to build memory by writing the proper nouns in a different color. (These words and their definitions can also be written on separate cards and placed face down on a table face 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)

rights (p. 20) – powers, liberties, or privileges a person owns by law or nature

Continental Congress (p. 20) – meeting of delegates from all 13 American colonies; discussed problems with Britain and eventually promoted independence in 1776

boycott (p. 20) – promise to not buy a good or service, in order to change behavior

liberty (p. 21) – being able to do things or use rights without restriction; freedom

redcoats (p. 21) – colonial nickname for British army soldiers, from their bright uniforms

George Washington (p. 22) – leader of colonial army during American Revolution

Bunker Hill (p. 22) – Boston 1775 battle that cost British army many casualties

Thomas Jefferson (p. 23) – Virginian author of *Declaration of Independence* in 1776

(VOCABULARY, *continued from previous page*)

Thomas Paine (p. 23) – British author of “Common Sense,” which urged Americans to seek complete independence from Britain

declaration (p. 23) – an announcement or formal statement to be made public

independence (p. 23) – freedom from the control of another person or nation

unalienable (p. 24) – cannot be taken away or transferred

3. TEACHING POINT

 **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.”

 For example: (p. 22) **ASK:** “How are the colonists and the redcoats dressed differently?” Or (p. 24) **ASK:** “How are the three panels with the baby alike or different?”

4. READ THE STORY FOR WRITING PROMPTS

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

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

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

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

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

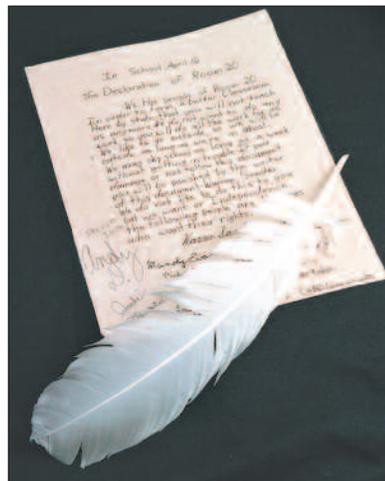
 Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

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.

QUILL PEN

Thomas Jefferson used a quill pen and ink to write the Declaration of Independence. You can make a quill pen at home with materials from a craft store and household items.



MATERIALS

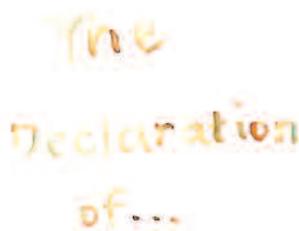
- ☞ a goose or turkey feather quill- approximately 10" long (you can get these at craft stores)
- ☞ sharp scissors
- ☞ a straight pin
- ☞ warm, soapy water in a bowl or sink
- ☞ ink (may be found at craft stores — see note below) or lemon juice

DIRECTIONS

1. Soak the feather in water for 20 minutes.
2. Remove the feathers from the bottom 2 inches of the quill.
3. Cut the bottom of the quill at an angle, creating a point. This point is the nib.
4. Using the straight pin, clean out the inside of the quill at the nib.
5. Cut a small slit in the nib. This will help the ink flow a bit smoother.
6. Dip the nib into the ink and blot on a piece of newspaper to rid of any excess. You will need to refill the nib with ink often. Write away!

You will need to practice writing with the pen to find the angle and amount of pressure that works best. You may need to cut a new nib on your quill after you have written for a while.

INKS



Ink can stain! If you use real ink, be careful! Invisible ink can be fun. You can write a secret message to a friend. Use lemon juice as your ink. Write your message on paper. When it dries, the paper will appear blank. Hold the paper over a heat source such as a light bulb. (Get permission to do this. The light bulb must be very hot and have a wattage of 100 or more.) It takes a while. Do NOT look directly at the light as you wait. Your message should magically appear because the heat causes a chemical reaction in the juice.

HISTORY ACTIVITY

REVOLUTIONARY CROSSING

Fill in the names of these people in the time of the Revolutionary War.

ACROSS

6. Journalist, author of "Common Sense"
7. Publisher, used his newspaper to gain Colonial support for Patriot cause
9. Outspoken member of the House of Burgesses; "Give me liberty or give me death"
10. Leader in Continental Congress, helped frame *Declaration of Independence*



DOWN

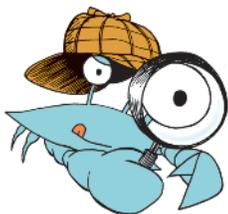
1. Commander of the Continental Army
2. British general who surrendered at Yorktown
3. Outspoken Patriot leader
4. Prime minister of England during Revolutionary Era
5. Patriot who made a daring ride to warn colonists of British arrival
6. Major author of the Declaration of Independence
8. British king during Revolutionary Era

WORD BANK

George Washington
Thomas Paine
Patrick Henry
Ben Franklin
Paul Revere
Sam Adams
John Adams
Lord Cornwallis
Lord North
King George
Thomas Jefferson

TEACHERS!

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



Across:

6. Thomas Paine
7. Sam Adams
9. Patrick Henry
10. Ben Franklin

Down:

1. George Washington

2. Lord Cornwallis

3. John Adams
4. Lord North
5. Paul Revere
6. Thomas Jefferson
8. King George

ANSWERS:

A DECLARATION QUESTIONS

1. Unalienable rights are those that —

- A must be approved by King and Parliament first
- B belong to you when you turn 18
- C cannot be taken away
- D take effect when you visit other countries

2. Freedom from restraint is —

- F liberty
- G virtue
- H government
- J representation

3. “I wrote several arguments for America’s political rights before I attended the Continental Congress and wrote the Declaration of Independence. Who am I?”

- A Peyton Randolph
- B Patrick Henry
- C Sam Adams
- D Thomas Jefferson

4. “He must write well enough to convince other nations to help the colonists fight Britain.” Which word means the same as “convince?”

- F force
- G conceal
- H persuade
- J declare

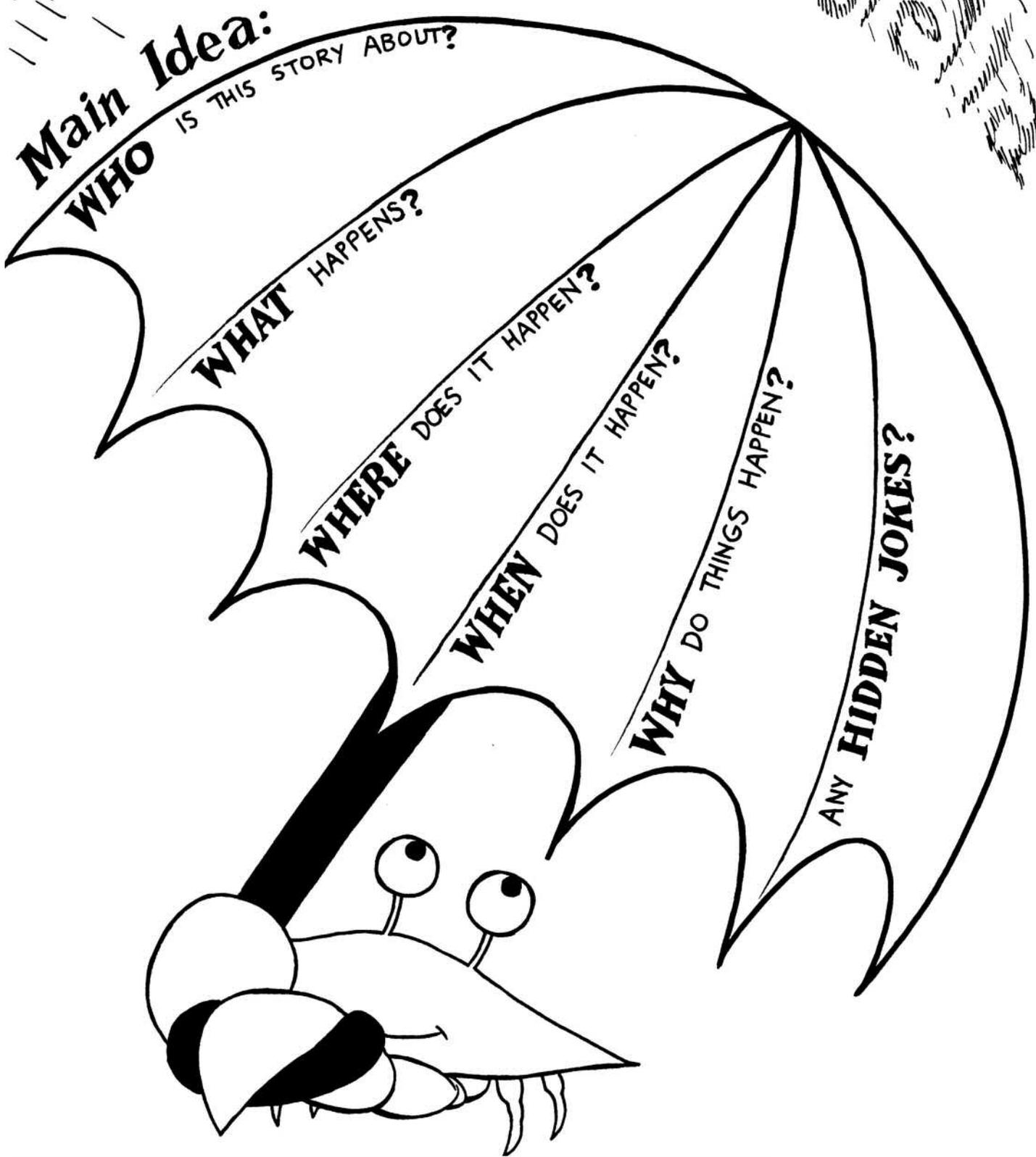
5. The July 4 holiday in America is also known as —

- A Flag Day
- B Independence Day
- C Patriots Day
- D Memorial Day

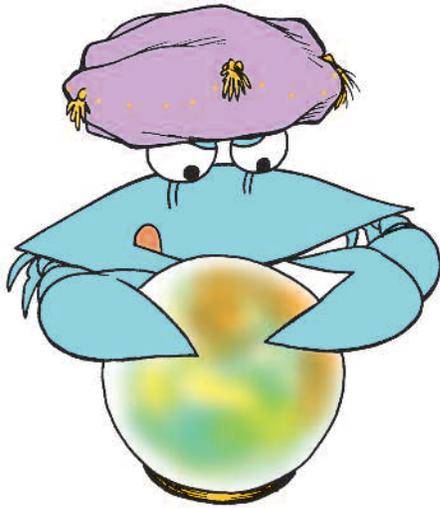
6. What is this story MAINLY about?

- F British generals during the American Revolution
- G Thomas Jefferson’s method of writing
- H the ideas that led America to declare its independence from Britain
- J The Battle of Bunker Hill

Revolutionary Rumblings



Revolutionary Rumblings, 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 FOR REVOLUTIONARY RUMBLINGS

FRENCH & INDIAN

p. 7

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

BOSTON TEA

p. 12

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

PAUL REVERE

p. 17

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

DECLARATION

p. 22

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

OTHER TITLES IN THIS SERIES:

American Symbols

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

Revolutionary Rumbings

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

Comix Economix

Videos
Tax Hunter
Money in the Mall
Career Resources

War for Independence

John Paul Jones
Revolutionary Women
Battle of Saratoga
South to Yorktown

GOVERNMENT

Government in SPACE!
How a Bill Becomes Law
Electing a President
Presidential Cabinet

The First Americans

Overview
Northwest Indians
Pueblo Revolt
Pocahontas

Wonder Women

Clara Barton
Harriet Tubman
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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