

# GRIEIEKS, ROMANS, COUNTRYMEN!



THE GODDESS ATHENA IS A FOOL IF SHE THINKS A TALKING CRAB CAN HELP ME WIN IN THE OLYMPICS!!

Teacher's Guide

Teacher's Guide for  
**GREEKS, ROMANS,  
COUNTRYMEN!**

Chester's **Comix With Content** series

---



Dear Teacher:

Chester the Crab's "Greeks, Romans, Countrymen!" 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 "Greeks, Romans, Countrymen!" 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 "Greeks, Romans, Countrymen!" and performing the activities in this guide, students will be able to:

- ☞ define social studies terms
- ☞ place early historical 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 **GREEK GAMES** reading strategies, activities, test
- p. 8 **ALEXANDER THE GREAT** reading strategies, activities, test
- p. 13 **ROMAN LEGIONS** reading strategies, activities, test
- p. 18 **POMPEII PERISHES** reading strategies, activities, test
- p. 23 Details Umbrella
- p. 24 Predictions sheet
- back Question answers; other titles in this series

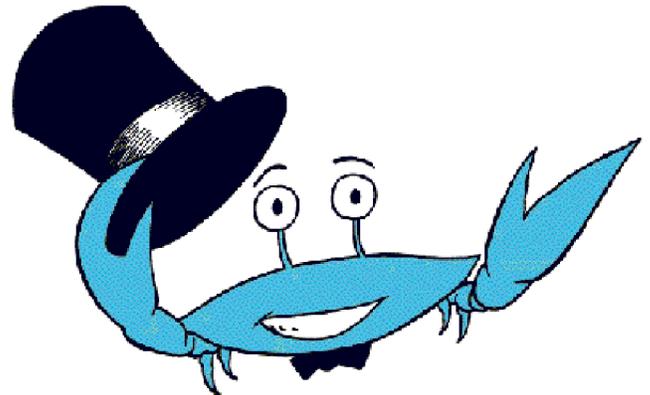
# COMIX IN THE CLASSROOM

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

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

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

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



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

## READING SKILLS FROM COMICS

Main idea  
Sequencing  
Vocabulary

Noting details  
Author’s purpose  
Cause/Effect

Predicting outcomes  
Fact vs. opinion  
Figurative language

# PARTS OF A CHESTER COMIX PAGE

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

## PANEL

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

## FRIENDS

Often Chester brings friends on his adventures. He has a friend in each grade. They wear shirts with different colors and the number of their grade in a circle on the front. This is a loose guide to the grade level of the content in this Chester story.

## LOGO

Chester's name repeats on each page. We see many logos in our daily lives, from the lettering on fast food restaurants to pictures on highway signs.

## TIMELINE

John Paul Jones' time long, long ago was very different from our lives today. Readers begin to picture this difference by seeing a timeline with other major events just before and after this page's action. The triangle pointing down shows the year this page begins.

## TITLE

Each Chester page has a title, giving the page a theme. The titles are questions to provoke a reader's curiosity. The answer to the question is somewhere on that page. The questions are useful in **guided reading** exercises about **predicting** or **finding the main idea** of a story.

## 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.



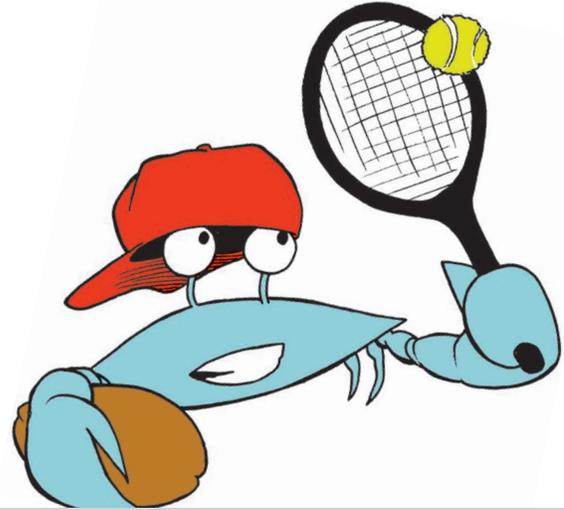


# GREEK GAMES

## READING STRATEGY SUGGESTIONS

### SKILLS

Root 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 ancient civilization of Greece. Greeks

invented the Olympic games. What are some of your favorite games?”

➤ **Take** a picture walk through the first story, “Greek Games,” 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)

**Mediterranean Sea** (p. 2) – large sea surrounded by the continents Europe, Africa, and Asia and connecting to the Atlantic Ocean

**Greece** (p. 2) – ancient civilization on the Mediterranean Sea; birthplace of democracy

**Poseidon** (p. 2) – Greek god believed to have control of the seas

**democracy** (p. 3) – citizens vote to make their own laws

**Zeus** (p. 3) – supreme god of the ancient Greeks; ruled other gods on Mount Olympus

(VOCABULARY, continued from previous page )

**Parthenon** (p. 4) – temple to Athena that has many columns; sits on the Acropolis

**Athena** (p. 4) – Greek goddess of wisdom, skills and warfare

**column** (p. 4) – a slender, upright structure that usually supports a building; often made of marble or other stone

**Olympics** (p. 5) – athletes from different city-states went to compete in sporting events at the Olympics in ancient Greece

### 3. WORD STUDY

---

☞ **Read** a page 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. Let’s look at some examples to see if you can find the root word and its meaning.”

☞ **Point** to examples in the story: (p. 2) civilization, prayer. **ASK:** “What is the root word in civilization? What does the added suffix -tion do to the root word’s meaning? How is prayer different from the root word pray?” Do the same for (p. 3) Athenian, fastest, runner, leader, largest (p. 4) beautiful, civilized, warrior (p. 5) cheaters, warriors, winner (p. 6) foolishness, autographs, civilization.

### 4. READ THE STORY FOR WRITING PROMPTS

---

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

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

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

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

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

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

### 5. RESPOND/ASSESS

---

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 7 of this guide.

# THE FABLE OF THE TALKING CRAB

Aesop's Fables are a collection of short stories attributed to a Greek slave named Aesop who lived about 600 B.C. Each story teaches a moral and offers useful advice. The characters are usually animals who talk and act like humans.

Find and read some of Aesop's Fables, for example "The Tortoise and the Hare" and "The Goose That Laid the Golden Egg." The moral is summed up at the end in the form of a proverb. Have the child try to state the moral of the fable before completing it.

After reading a few fables, challenge your student to create a modern-day fable to teach one of these proverbs:

1. He who would leap high must take a long run.
2. He who does not hope to win has already lost.
3. No man is happy unless he believes he is.
4. An old dog can't alter his way of barking.
5. Honest men fear neither the light nor the dark.
6. It is better to be hated for what you are than loved for what you are not.
7. You cannot shake hands with a clenched fist.
8. The only way to have a friend is to be one.



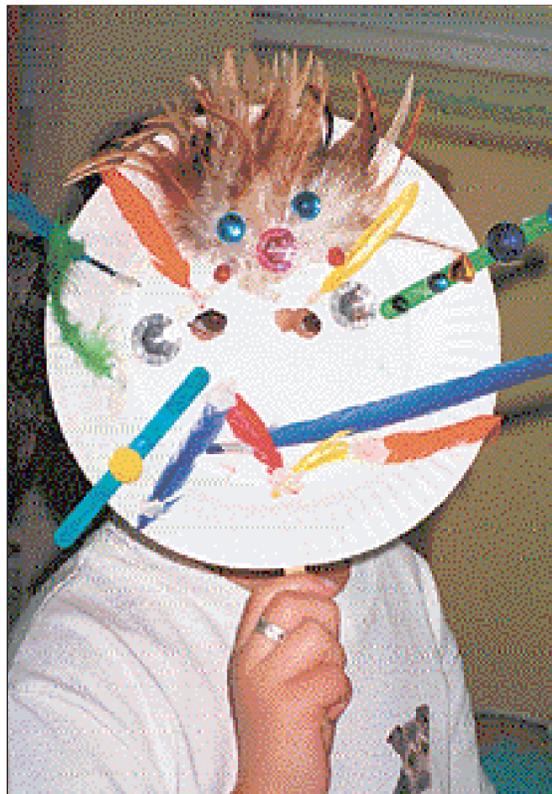
## FOR MORE INFORMATION

Check out Aesop's Fables on the Internet at [www.pacificnet.net/~johnr/aesop](http://www.pacificnet.net/~johnr/aesop) All 655 + fables are indexed. Includes some with audio narration and illustrations.

## GREEK PLAY

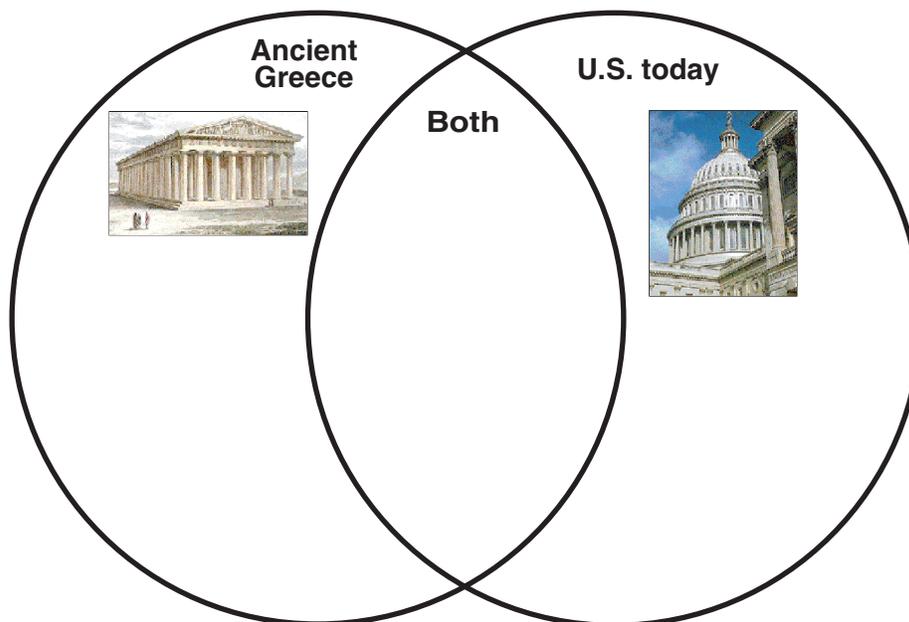
Have your child write the fables as a Greek play and then act it out.

You can make masks using paper plates. First, cut holes for eyes. You can either glue on a popsicle stick and have children hold the mask in front of their face, or attach the mask with an elastic cord and slip the mask over their faces. Use markers, buttons, feathers, glitter, fabric or anything else to decorate masks to represent the characters in the play.



## HISTORY ACTIVITY

# DEBATING SOCIETY



Cut out these phrases about democracy and place them where they belong: In ancient Greece, today's U.S. democracy, or both.

1. women, slaves, and foreigners not allowed to vote
2. all adults allowed to vote with a few exceptions
3. juries decide the guilt or innocence of defendants in criminal trials
4. no division between executive and legislative branches
5. division between executive and legislative branches
6. a direct democracy in which citizens vote directly on matters
7. a representative democracy in which citizens elect someone to represent them and do the voting for them
8. decisions are made according to majority rule

### **CLASSROOM ACTIVITY:**

Have students debate the fairness of voting practices in Greece.

### **FOR MORE INFORMATION ABOUT DEMOCRACY:**

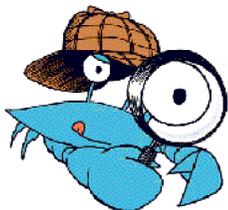
#### **On the Internet:**

View the United States documents that form the basis for our democracy - The Declaration of Independence, Constitution and others:  
[www.nara.gov/exhall/exhibits.html](http://www.nara.gov/exhall/exhibits.html)

#### **Read more about democracy:**

 **Voice of the People.** By Betsy Maestro. Describes how the American system of government differs from those of other nations.

 **Democracy.** By Don Nardo. Describes the evolution of democracy from the Greek city-states to the constitutions of France and the U.S.



### **TEACHERS!**

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

**ANSWERS:** Ancient Athens: 1, 4, 6; United States: 2, 5, 7; Both: 3, 8.

Greeks, Romans, Countrymen, Chester Comix. Teachers have permission to photocopy this page for classroom use only.

# GREEK GAMES QUESTIONS

1. Which word has the root word dedicate?
  - A didactic
  - B deduction
  - C decision
  - D dedication
2. Which one of these is *not* a Greek god?
  - F Triton
  - G Athena
  - H Poseidon
  - J Zeus
3. The Parthenon temple is made of marble and known for its many —
  - A steps
  - B columns
  - C rooms
  - D shingles
4. The Olympics in ancient Greece included the following sports *except* —
  - F javelin throw
  - G discus throw
  - H foot races
  - J bicycling
5. “We can see what the character feels, even from back in the theater’s cheap seats!” Which word below has the same meaning as the word “character?”
  - A costume
  - B person
  - C setting
  - D author
6. What would be another likely source of information about ancient Greece?
  - F encyclopedia
  - G Sports Illustrated magazine
  - H a book of African folk tales
  - J [www.2004Olympics.com](http://www.2004Olympics.com)

## CHAPTER 2

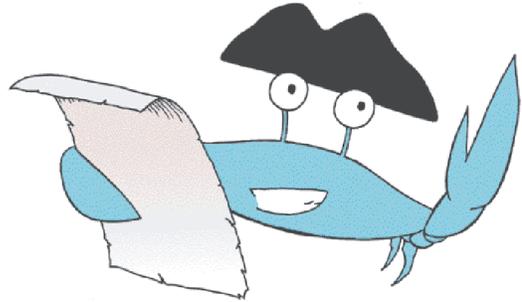
# ALEXANDER THE GREAT

## READING STRATEGY SUGGESTIONS

### SKILLS

Antonyms  
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 the ancient civilizations in Greece and Rome. Alexander the Great was a Greek

leader. If you were a leader, what descriptive word would they put after your name? Samuel the Kind? Teddy the Bold? Truman the Funny?”

➤ **Take** a picture walk through the second story, “Alexander the Great,” 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)

**Athens** (p. 8) – ancient Greek city-state that invented direct democracy

**democracy** (p. 8) – citizens vote to make their own laws

**Zeus** (p. 8) – supreme god of the ancient Greeks; ruled other gods on Mount Olympus

**Aristotle** (p. 8) – Greek philosopher who lived from 384 B.C. to 322 B.C.

**city-state** (p. 9) – city with its own independent government, not tied to a federal system

**Asia** (p. 9) – the largest continent; found in the Eastern Hemisphere

**Mediterranean Sea** (p. 9) - large sea surrounded by the continents Europe, Africa, and Asia and connecting to the Atlantic Ocean

**column** (p. 10) - a slender, upright structure that usually supports a building; often made of marble or other stone

(VOCABULARY, continued from previous page )

**statues** (p. 10) – the form of a person or animal carved in stone

**chariot** (p. 11) – horse-drawn, two-wheeled cart used for war or racing

**empire** (p. 12) – a group of territories or states under one central ruler

**Hellenistic Age** (p. 12) – time after Alexander the Great when the history, language, and culture of the ancient Greeks was copied in many lands



### 3. WORD STUDY

---

☞ **Read** a page in the story. **Point** out the **antonyms** in the story. **SAY:** “An **antonym** is a word meaning the opposite of another word. Can you find some in the story?”

☞ For example, on p. 8 **ASK:** “What are the meanings of king and democracy?”

**Point** to other examples: (p. 8) war, peace (p. 9) independent, slavery; left, invades (p. 10) building, destroy; attacks, surrender (p. 11) charge, runs away (p. 12) rainy, desert; ancient, today; split, empire.

### 4. READ THE STORY FOR WRITING PROMPTS

---

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

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

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

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

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

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

### 5. RESPOND/ASSESS

---

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

# HEADS UP!

Greeks used catapults, which are simple machines based on the **lever**, during battles. Catapults were used to hurl rocks and other objects over castle moats and walls.

Try this experiment to see how they work.

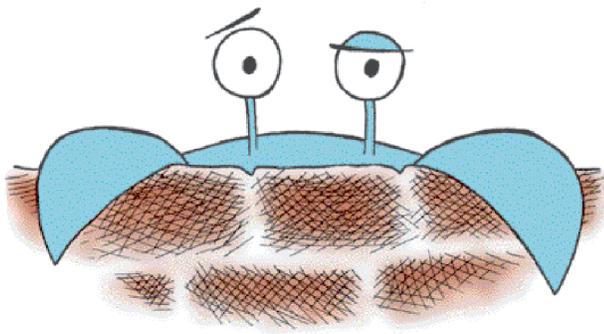
## MATERIALS

- ☞ pencil ☞ 5 Cheerios ☞ meter stick
- ☞ tongue depressor ☞ recording sheet ☞ marker

## DIRECTIONS

1. Build a catapult on the floor by laying the tongue depressor across the pencil.
2. Lay a piece of cereal on the end of the tongue depressor that is touching the floor.
3. With the marker, write "1" on the tongue depressor at the point where it lies across the pencil. This point is called the **fulcrum**.
4. Hit the end of the tongue depressor that is in the air and use the meter stick to find out how far the piece of cereal flies. Measure from the pencil.
5. Write the distance on the recording sheet.
6. Vary the location of the fulcrum and write "2" at the place where it crosses the pencil this time.
7. Repeat steps 2, 4, and 5 using the same force each time.
8. Redo steps 2, 4, and 5 three more times, varying the location of the fulcrum each time.

What happens?  
How is the distance the piece of cereal flies affected by the location of the fulcrum?



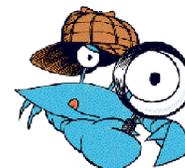
Students record the distance a Cheerio covered after being launched using a lever.

## POP-UP QUESTIONS

1. All of the following are examples of levers EXCEPT
  - A. a knife
  - B. a pair of scissors
  - C. a seesaw
  - D. a stapler
2. The point at which the lever rests is called the
  - F. force
  - G. fulcrum
  - H. axle
  - J. screw

## TEACHERS!

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



ANSWER:

1. A, 2. G

# HISTORICALLY SPEAKING



**Alexander the Great**

Alexander is known as “Alexander the Great” because he accomplished a lot during his lifetime. Even though history remembers him as “great,” many of the people he and his army hurt, killed, or enslaved probably did not think he was great at all. Even today, mothers in some parts of the world tell their children, “Go to sleep, or Alexander will get you.”

**Synonyms** are words that have the same or nearly the same meaning. List synonyms for “great.”

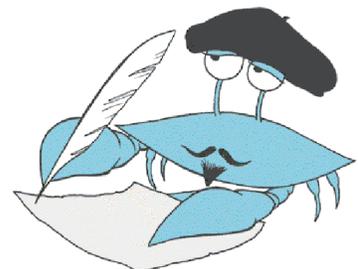
**Antonyms** are words that have the opposite, or nearly the opposite meaning. List antonyms for “great.”

## POINTS OF VIEW

What name would you give Alexander if you were part of his army?

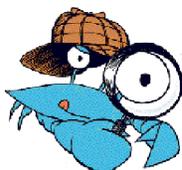
What name would you give Alexander if you were a woman in Thebes?

What name would you give Alexander if you were his official historian and friend?



## TEACHERS!

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



## POSSIBLE ANSWERS:

Synonyms: wonderful, grand, mighty, extreme, terrific  
Antonyms: hurtful, bad, little, horrible, mean

## ALEXANDER THE GREAT QUESTIONS

1. A \_\_\_\_\_ is a government in which all the people vote to make their own rules and laws.
  - A republic
  - B monarchy
  - C democracy
  - D dictatorship
2. Greece, Persia and Africa surround which body of water?
  - F Red Sea
  - G Atlantic Ocean
  - H Indian Ocean
  - J Mediterranean Sea
3. Which one of the following is an antonym for angry?
  - A mad
  - B satisfied
  - C afraid
  - D reluctant
4. “The Greeks kill the chariot drivers with slingshots and javelins before they get close.” Which word below has the same meaning as the word “javelins?”
  - F spears
  - G shields
  - H arrows
  - J catapults
5. Which of the following is a region Alexander did *not* invade?
  - A Egypt
  - B India
  - C China
  - D Persia
6. What is this story *mainly* about?
  - F Alexander the Great’s expansion of the Greek empire.
  - G Alexander the Great’s competition with King Darius III
  - H Battle tactics of the Greek army
  - J Alexander the Great’s education

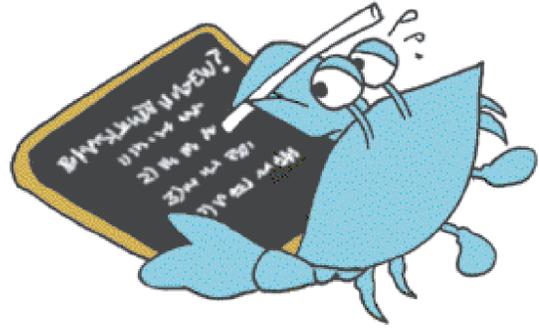
# CHAPTER 3

# ROMAN LEGIONS

## 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. 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 civilizations of ancient Greece and

Rome. What do you know about ancient Rome? What was life like there?”

➤ **Take** a picture walk through the third story, “Roman Legions,” 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)

**plebians** (p. 14) – the common people of ancient Rome, not the leaders or wealthy

**Legionary** (p. 14) – member of the army of ancient Rome

**republic** (p. 15) – government in which citizens elect a few citizens to be representatives and make decisions for the whole society

**Senate** (p. 15) – lawmaking assembly of ancient Rome

**representative** (p. 15) – someone elected by citizens to vote for them on most issues

**Colosseum** (p. 16) – large arena in ancient Rome that used many arches; site of games

**aqueduct** (p. 17) – ancient Roman architecture; stone path that carried water from streams

**arch** (p. 17) – ancient Roman architecture that used curvature to support a lot of weight

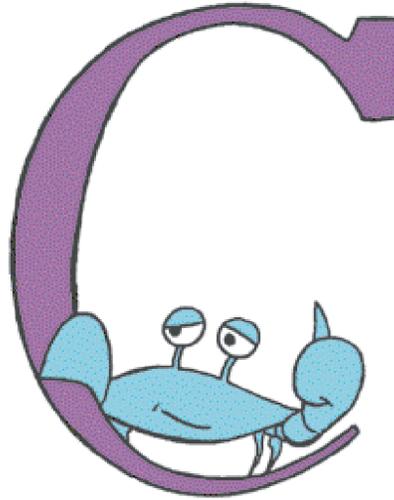
### 3. WORD STUDY

---

☞ **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. 14) compare the map shown here with the p. 12 map of Alexander the Great’s empire (p. 15) find what is alike and what is different between Rome’s republic and the direct democracy of Athens on p. 3 or the republic government of America today (p. 16) compare the clothing of the gladiators, the slaves and the masters --

and explain why they wear different things (p. 18) compare the spellings of the English words and the Latin words.



### 4. READ THE STORY FOR WRITING PROMPTS

---

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

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

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

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

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

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

### 5. RESPOND/ASSESS

---

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

# MARCHING FOR THE ARCH

The Romans created **aqueducts** to carry water from the mountains to the city. Water is very heavy, so the aqueducts had to be very strong. The Romans knew that an arch can carry a lot of weight! You can build your own “stone” arch!

**MATERIALS:**

- ☞ Toothpicks ☞ Marshmallows
- ☞ Cardboard square

**DIRECTIONS:**

1. Place a marshmallow on the cardboard.
2. Poke a toothpick into the marshmallow about half way.
3. Place another marshmallow on the toothpick.
4. Continue the process until you get 4 or 5 in a row to create a column. Then complete the same process making another row of marshmallows and toothpicks. These columns will be the sides of the arch.
5. To make the arch, putting a toothpick at an angle in the top marshmallow of each column. Continue putting marshmallows into an arch, placing the toothpicks in each one until the columns meet.



A “stone arch” constructed of marshmallows and toothpicks.

**POP QUESTION:**

In an aqueduct, what energy allows the water to flow?

- A kinetic energy    C solar energy
- B electric energy    D magnetism

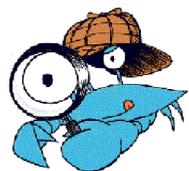
## CHARIOT RACE

Chariot races were a form of entertainment in ancient Rome. The races were held in an arena. Races ran in a counterclockwise direction around the arena. The chariots were painted different colors to represent teams: red, blue, green or white.



**Try this activity.** Get four large cardboard boxes to make “chariots.” Paint each box one of the colors. Once the paint is dried, set up a course for the children to run. Fold in the top and bottom of the boxes, and let children get inside and hold up their chariots. In a classroom, you can have a relay race, allowing the children to work as a team. They should race counterclockwise around the track you set up.

Give winners awards like the Romans gave -- such as a crown of ivy or flowers.



**TEACHERS!**

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

ANSWER:    v

## LANGUAGE ACTIVITY

# WHAT DID YOU SAY?

Did you know that more than half of the words we use today are derived from Latin? You can actually increase your vocabulary in English by learning the meanings of some Latin root words, prefixes, and suffixes. Look up the following prefixes in a dictionary and match them with their correct meanings.

### Prefixes

1. re-
2. sub-
3. pre-
4. dis-
5. tri-
6. non-
7. post
8. inter-
9. extra-

### Meanings

- A. before
- B. three
- C. not
- D. again
- E. apart
- F. under, below
- G. among
- H. beyond, considerable
- I. after

## WORD BUILDER

Combine the prefixes above with root words and suffixes to build words. For example, the word "intersection" can be made by combining "inter-" (prefix) with "sect" (root word) and "-ion" (suffix).

Make a visual display for each word you build by covering several soup or coffee cans to look like Roman columns. You will need one can for each word part. Stack the cans on top of one another to form the word!



### LEARN MORE

 **Ancient Rome: More than 3,000 Years of History and Adventure to Unlock and Discover** by Lynn Brittney (ages 12 and up)

 **Ancient Rome** by Kate Hayden (ages 7 to 11)

 **Ancient Rome** by Judith Simpson (ages 9 to 12)

 **Classical Kids: An Activity Guide to Life in Ancient Greece and Rome** by Laurie Carlson (ages 9 to 11)

 **How Would You Survive as an Ancient Roman?** by Anna Ganeri (ages 9 to 11)

 **Living in Roman Times** by Jan Chisholm (ages 7 to 9)

 **The Roman News** edited by Andrew Langley and Philip DeSouza

 **Spend the Day in Ancient Rome: Projects and Activities that Bring the Past to Life** by Linda Honan and Ellen Kosmer (ages 8 to 12)

### TEACHERS!

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



### ANSWERS:

- |      |      |      |
|------|------|------|
| 3. A | 6. C | 9. H |
| 2. F | 5. B | 8. G |
| 1. D | 4. E | 7. I |

*Greeks, Romans, Countrymen*, Chester Comix. Teachers have permission to photocopy this page for classroom use only.

## ROMAN LEGIONS QUESTIONS

1. A(n) \_\_\_\_\_ is a government in which a person is democratically elected to speak or make decisions for others; also known as a “representative democracy.”
  - A republic
  - B empire
  - C dictatorship
  - D monarchy
2. A Roman aqueduct carried —
  - F stones
  - G Roman soldiers
  - H farm animals
  - J water
3. If you put these Latin words in alphabetical order, which one comes first?
  - A salarium
  - B scissors
  - C lingua
  - D legion
4. A place where people live, work, and play is a —
  - F population
  - G transportation
  - H community
  - J republic
5. The following are examples of Roman building powers *except* —
  - A Parthenon
  - B aqueduct
  - C Colosseum
  - D arches
6. This story is *mainly* about —
  - F The death of Caesar
  - G Gladiators!
  - H How to build a stone arch
  - J Life in ancient Rome

# CHAPTER 4

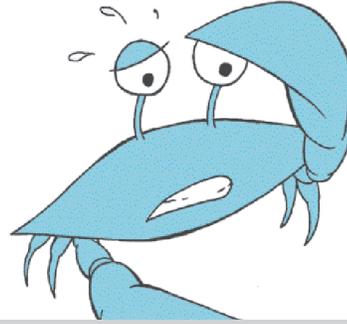
# POMPEII PERISHES

## READING STRATEGY SUGGESTIONS

### SKILLS

Adjectives  
Predicting Outcomes  
Story Vocabulary

Main Idea  
Noting Details



## 1. INTRODUCE THE STORY

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

**SAY:** “This is a comic book narrated by Chester the Crab. It is about the civilizations of ancient Greece and

Rome. One Roman city named Pompeii got wiped out by a volcano. Do you know what causes a volcano?”

Take a picture walk through the fourth story, “Pompeii Perishes,” 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)

**Rome** (p. 20) – ancient empire based on the Italian peninsula in the Mediterranean

**mosaic** (p. 20) – a larger picture made with tiny bits of colored stone

**representatives** (p. 21) – someone elected by citizens to vote for them on most issues

**republic** (p. 21) – government in which citizens elect a few citizens to be representatives and make decisions for the whole society

**Jupiter** (p. 21) – the Roman god who ruled over other gods (similar to Greek’s Zeus)

**temple** (21) – a large building for the worship of gods

**magma** (p. 22) – molten, liquid rock from under the surface of Earth

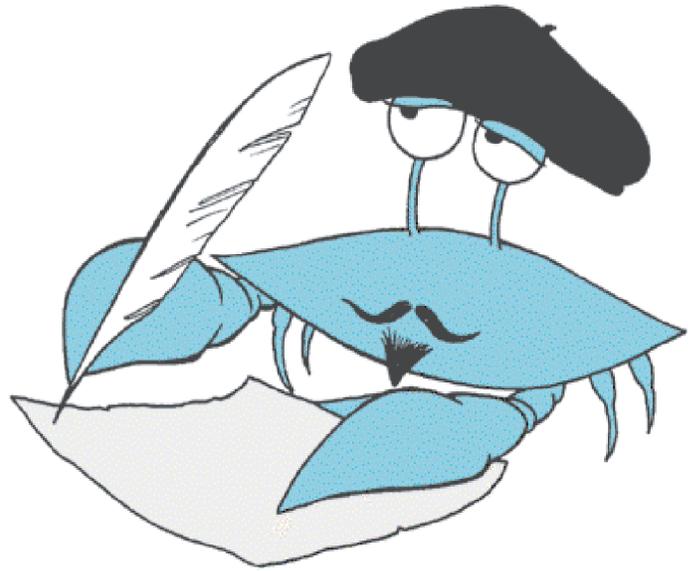
**arch** (p. 24) – ancient Roman architecture that used curvature to support a lot of weight

### 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 adjectives in the story?”

☞ **Point** to examples in the story: (p. 20) good, bigger, hot, glad, great, whole, shaky (p. 21) recent, local, dead, powerful, public (p. 22) clueless, strange, weird, rich, great, liquid (p. 23) burning, dark, hot, safer (p. 24) hanging, super-heated, safe, hard, scary, active, big.



### 4. READ THE STORY FOR WRITING PROMPTS

---

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

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

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

☞ **Give** students a copy of the

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

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

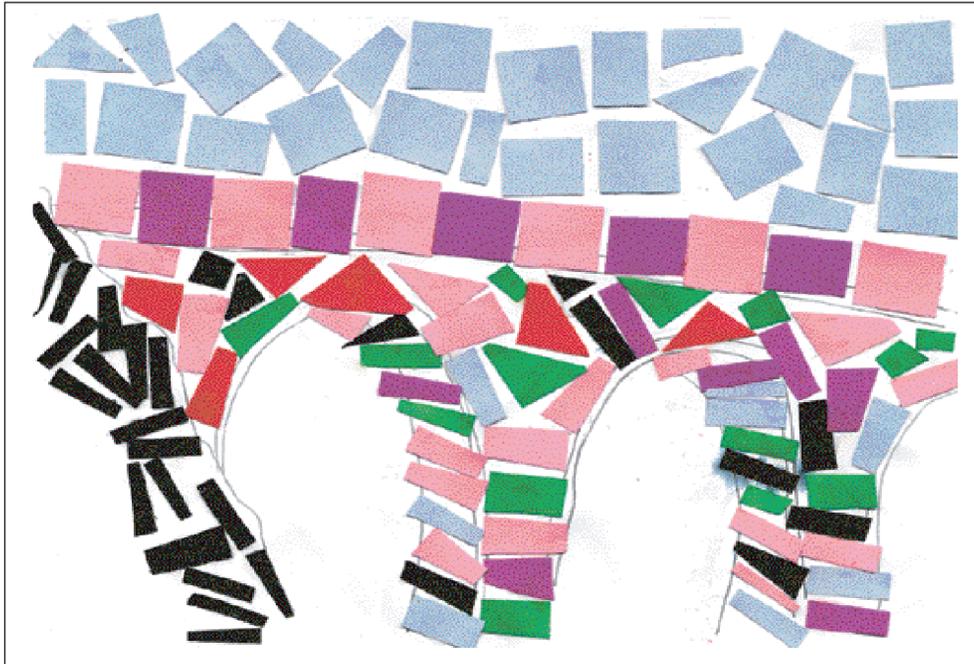
☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

### 5. RESPOND/ASSESS

---

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 22 of this guide.

# THE OVERARCHING QUESTION



Many contributions of ancient civilizations influence the way we live today. Ancient Rome has contributed:

- ☞ Architecture/technology: the Colosseum, aqueducts, roads, arches
- ☞ Government: representative democracy in which the people elect a smaller group of citizens to make rules and laws for everyone
- ☞ Arts: mosaics, sculpture, paintings on buildings
- ☞ Medicine: emphasis on public health, public water system, medical schools

Choose one contribution of ancient Rome and make a mosaic.

## MATERIALS

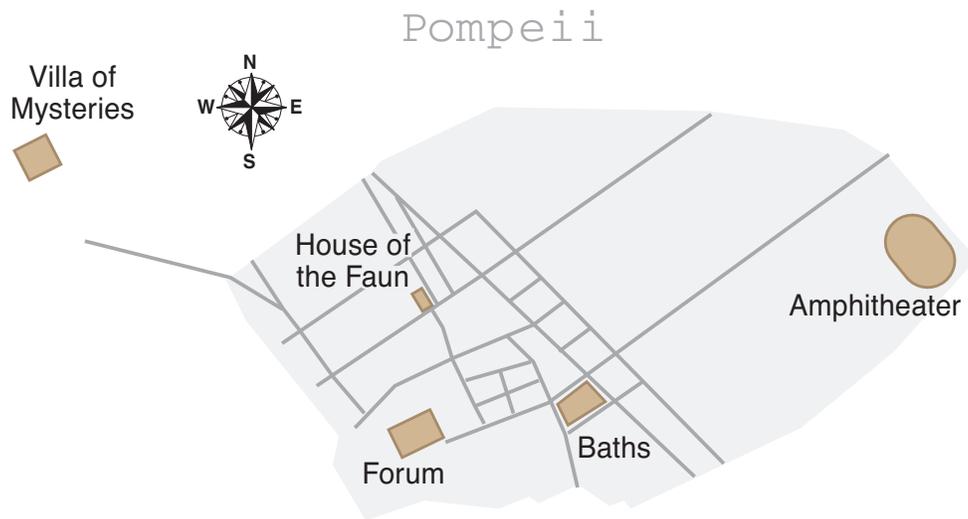
- ☞ Colored construction paper cut into small squares, triangles, or circles
- ☞ Black or white construction paper (whole piece) ☞ glue
- ☞ scissors ☞ pencil

## DIRECTIONS

1. Select one whole piece of black or white construction paper on which to glue your mosaic.
2. Use a pencil to sketch your selected contribution from ancient Rome.
3. Fill in your drawing by gluing the colored shapes of construction paper inside your outline. Leave a little bit of space between the shapes. The shapes should not overlap.

## GEOGRAPHY ACTIVITY

# FROM CORNER TO CORNER



Imagine you are a resort visitor to Pompeii before the eruptions. Complete these directions and journal entries so later visitors can share your experiences.

My first stop is the Forum. The Forum is a large, open, public area. This is where temples, government offices, and the market are located. Shopping!

I've been invited to eat with the family who lives in the House of the Faun. Before I go eat, I should go to the baths and clean up.

To get from the Forum to the public baths, or *Thermae Stabinae*:

Go (circle one) North South East West for \_\_\_\_ blocks. Turn (circle one) right left.

The baths were beautiful and relaxing. The walls were decorated with tiles, and water flowing under the floors kept the rooms a comfortable temperature. I spent most of my time in the hot water of the calidarium – the water in the frigidarium was much too (circle one) hot cold.

To get from the baths to the House of the Faun:

Go (circle one) North South East West for \_\_\_\_ blocks. Turn (circle one) right left. Go \_\_\_\_ blocks. The House of the Faun will be on the (circle one) right left.

After dinner we're going to the amphitheater for the circus. From the House of the Faun we'll need to travel (circle one) North South East West and follow the crowds.

 **Learn more about Pompeii** at [www.pompeii.co.uk](http://www.pompeii.co.uk).

## POMPEII PERISHES QUESTIONS

- 1. A(n) \_\_\_\_\_ is a group of people who make rules and laws, carry out rules and laws, and decide if rules and laws have been broken.**
  - A characteristic
  - B consumer
  - C individual
  - D government
- 2. What is one of the ways Romans adapted to their environment?**
  - F took baths in the Mediterranean Sea
  - G farmed on the hillsides
  - H built many roads
  - J formed a democratic government
- 3. What is a *likely* reason that people in ancient Pompeii wore robes?**
  - A Their climate was very hot.
  - B Belts had not been invented yet.
  - C They are cheaper to make than pants.
  - D Robes are prettier than other clothing.
- 4. “Traders from across the Mediterranean Sea will not bring their cargos here.” Which word means the same as “cargo?”**
  - F goods
  - G services
  - H barrels
  - J ships
- 5. Which of the following is *not* an adjective?**
  - A clueless
  - B dark
  - C quickly
  - D hanging
- 6. What is this story *mainly* about?**
  - F Terrors and treasures of the Mediterranean Sea
  - G City government in ancient Rome
  - H Farming on a volcano hillside is a bad idea
  - J Life in ancient Pompeii gets destroyed by a volcano

**THE STORY**

**Main Idea:**

**WHO** IS THIS STORY ABOUT?

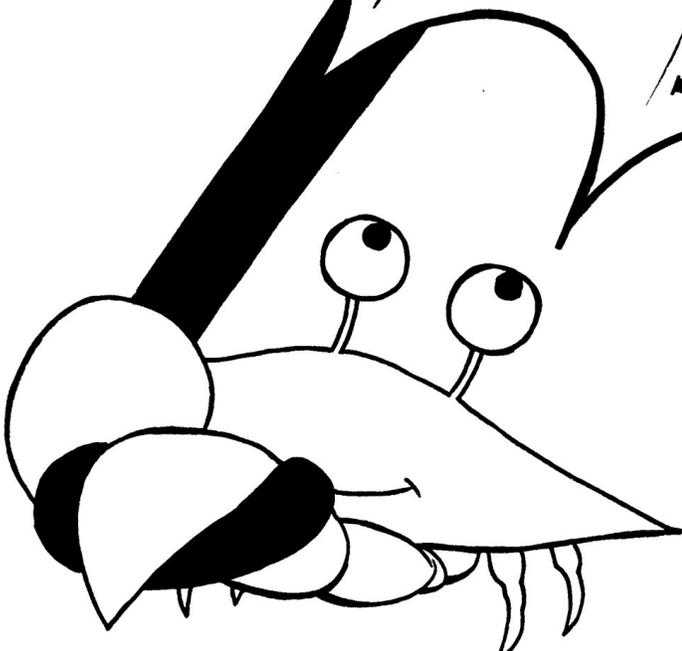
**WHAT** HAPPENS?

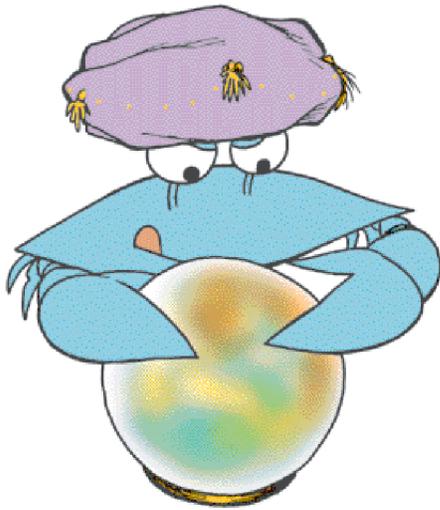
**WHERE** DOES IT HAPPEN?

**WHEN** DOES IT HAPPEN?

**WHY** DO THINGS HAPPEN?

**ANY HIDDEN JOKES?**





# MAKE A CHESTER PREDICTION

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

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

**WHAT DO YOU THINK WILL HAPPEN ON THE FOURTH PAGE?**

**HOW DO YOU THINK THE STORY ENDS?**

**WHAT REALLY HAPPENS ON THE SECOND PAGE?**

**WHAT REALLY HAPPENS ON THE THIRD PAGE?**

**WHAT REALLY HAPPENS ON THE FOURTH PAGE?**

**HOW DOES IT REALLY END?**

# ANSWERS TO QUESTIONS FOR GREEKS, ROMANS, COUNTRYMEN!

## **GREEK GAMES**

p. 7

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

## **ALEXANDER**

p. 12

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

## **ROMAN LEGIONS**

p. 17

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

## **POMPEII**

p. 22

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

## **OTHER TITLES IN THIS SERIES:**

Target grades follow chapter titles.

### **American Symbols**

USA symbols/ 1-5  
American Flag/ 1-5  
Washington, D.C./ 1, 5  
Statue of Liberty/ 1, 2

### **Wonder Women**

Clara Barton/ 5  
Harriet Tubman/ 5  
Susan Anthony/ 2, 5  
Helen Keller/ 2, 6

### **Slavery's Storm**

Nat Turner/ 4, 5  
Mexican War/ 5  
Dred Scott's Case/ 5  
John Brown's Raid/ 4, 5

### **Comix Economix**

Videos/ K, 2, 3  
Tax Hunter  
Money in the Mall/ 2, 3  
Career Resources/ 2, 3

### **Revolutionary Rumbblings**

French & Indian War/ 5  
Boston Tea Party/ 5  
Paul Revere, Rider/ 5  
Declaration/ 3, 5

### **Constitution Construction**

Locke's Ideas/ 5  
Zenger's Free Press/ 5  
Religious Freedom/ 4, 5  
Constitution/ 4, 5

### **The First Americans**

Overview  
Northwest Indians/ 5  
Pueblo Revolt/ 2, 5  
Pocahontas/ K, 2, 4, 5

### **War for Independence**

John Paul Jones/ 5  
Revolutionary Women/ 5  
Battle of Saratoga/ 5  
South to Yorktown/ 4, 5

### **Go West, Young Crab**

Gold Rush Hour/ 5  
Oregon Trail/ 5  
Transcontinental Rails/ 5  
Battle at Little Bighorn/ 5

Chester artwork and selected activities © 1995-2004 The Daily Press, Inc. All rights reserved. Used by permission. Chester Comix LLC grants teachers permission to photocopy the activity pages in this book for classroom use, where specifically noted. No other part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to Chester Comix, PO Box 5653, Williamsburg, VA 23185.

Greeks, Romans, Countrymen! Teacher's Guide Copyright © 2004 The Daily Press, Inc. Printed by Chester Comix, LLC. All rights reserved. 1st Edition.  
Printed in the United States of America.

# GREEKS, ROMANS, COUNTRYMEN!

## Standards correlation

**National Council for History in the Schools  
National Curriculum Standards**  
Grades 3-4 – Topic 4: Standard 8b

**California**  
History-Social Science – 6.4, 6.7, 7.1, 10.1

**Florida Sunshine State Standards (SSS)**  
Social Studies – Grades 3-5: SS.A.2.2 /  
Grades 6-8: SS.A.2.3 / Grades 9-12: SS.A.2.4

**Georgia Quality Core Curriculum (QCC)**  
Social Studies – Grade 2: Civics 3

**Maryland Voluntary State Curriculum**  
Social Studies – History: Grade 6: Outcomes  
3, 4 / Geography: Grade 6: Outcome 2 /  
Political Science: Grade 6: Outcome 1b

**Massachusetts**  
Social Science – Grade 5: 5.8  
Grade 7: 7.24-7.44

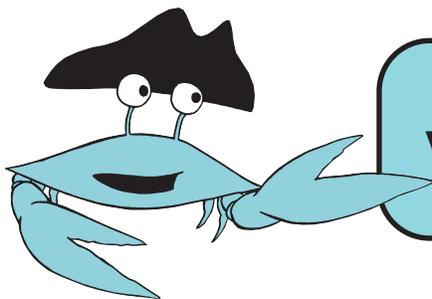
**Missouri School Improvement Program  
Grade-level Expectations**  
Social Studies – Grade 6: 2b

**New York Learning Standards**  
Social Studies – Elementary Standards 2.1, 2.2  
Intermediate Standards: 2.1, 2.3

**Ohio Academic Content Standards**  
Citizenship – Grade 7: History 2, People 4

**Pennsylvania**  
Social Studies – Grade 3: World History, 8.4.3

**Virginia Standards of Learning (SOL)**  
History-Social Science – 3.1, 3.4, 3.5, 3.6, 3.8



**TO ORDER MORE COPIES:  
visit [WWW.CHESTERCOMIX.COM](http://WWW.CHESTERCOMIX.COM)  
or call toll free: 1-866-386-2722**

*While sending students to do research  
skill building, concept building, and  
technology application, many of my students came  
across your Chester the Crab social studies lessons.*

*They proved very helpful to visual learners.*

- Jose Ely Carrales, teacher at Memorial Middle School,  
Kingsville, Texas

ISBN 1-933122-06-0



5 1995



0 781033 133082