

# **So, You Want to Be President?**

Written by Judith St. George  
Illustrated by David Small

## **Vocabulary**

adversaries – an opponent or enemy

election – the act of choosing by vote among candidates to fill an office or position

anniversary – the yearly returning of the date of an event

personalities – qualities and traits of a person

opponents – in battle, contest, controversy a person or group that opposes another

reunited – to bring or come together again

inaugural – to induct into office with a formal ceremony

assassinated – to murder a public figure by a surprise attack

responsibility – a duty or obligation

priority – first in order of importance

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## Letter to the President

Write a letter to the President telling him what you think he should do to “make America great”.

Be sure to remember the letter writing skills:

1. Dear Mr. President, (remember the comma)
2. Indent at the beginning of your letter
3. Sign “sincerely” at the end

Begin your letter with the following sentence:

*I think that to make America great you should...*

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## The Presidential Oath

“I do solemnly swear that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States.”

Answer the following questions about the Oath:

1. Who is the “I” in the oath?

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2. Define preserve, protect, and defend.

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3. What is a solemn promise? Have you ever had to make a solemn promise? If so, when?

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4. How many words are in the oath?

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# So, You Want to Be President?

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## “If I Were President of the United States”

If I were President of the United States

I'd cancel \_\_\_\_\_  
\_\_\_\_\_, and also  
\_\_\_\_\_

If I were President of the United States

There'd be \_\_\_\_\_  
\_\_\_\_\_, and  
\_\_\_\_\_

If I were President of the United States

You wouldn't have \_\_\_\_\_.  
You wouldn't have \_\_\_\_\_.  
You wouldn't have \_\_\_\_\_.  
Or \_\_\_\_\_.  
You wouldn't even have \_\_\_\_\_.

If I were President of the United States

\_\_\_\_\_  
\_\_\_\_\_

And a person who sometimes forgot \_\_\_\_\_,  
And sometime forgot \_\_\_\_\_,  
Would still be allowed to be President of the United States

## **So You Want to Be President?**

Written by Judith St. George

Illustrated by David Small

Activities submitted by Chris Faehnle and Stephanie Locke

1. All activities from this book will be compiled by the students creating their own book entitled So, You Want to Be President?
2. Vocabulary and definitions – The students will define words taken from the book and create sentences using these words.
3. Fun Facts – Daily activity for the students stressing the various interesting and fun facts about our presidents. The “fun facts” could be used in the following ways:
  - Copied directly from overhead to paper provided
  - Punctuation deleted and students add correct punctuation
  - Leave out words and students add correct word using the book to locate the fact
  - Draw their own illustration of the fact
4. Letter to the President – The student will write a letter to the President following a definite format emphasizing letter structure, grammar and spelling.
5. White House Wardrobe – The students will create the clothing they would wear if they were President.
6. “If I Were President” – The students will fill in the poem completing it with their words and thoughts. This poem is adapted from the poem “If I Were in Charge of the World” by Judith Viorst. The teacher should read “If I Were in Charge of the World” before the students attempt to complete their poem.
7. Presidential Oath – The students will analyze and develop a better understanding of the oath the President takes at his inauguration.
8. Student Book – The students will compile all activities and create a book of their own. Each student will create a cover for his or her book with an illustration. The books may be laminated with clear plastic shelf paper and bound with yarn or ribbons...red, white and blue, of course!

# The Gardener

Written by Sarah Stewart

Illustrated by David Small

Submitted by Renee Collins and Jennifer Hanson

## **Vocabulary**

anxious – uneasy because of thought of fears of what may happen  
doze – sleep lightly; be half asleep  
bulbs – round, underground buds from which certain plants grow  
knead – press or mix together (dough or clay) into a soft mass  
vacant – not occupied; empty; not filled  
sprouting – beginning to grow; shooting forth  
sprucing – to make neat; trim up  
bursting – breaking open; breaking out suddenly  
blooming – to have flowers; blossom; in the condition or time of greatest health, vigor, or beauty  
retire – give up an occupation; go away

## **Art/Reading (Vocabulary)**

Introduce the vocabulary words. Create a booklet using construction paper by folding paper in half horizontally. Divide top flap into 10 sections (1 per word). On front flap illustrate each vocabulary word as used in the story. On the bottom flap write two sentences using the word (one sentence from the story, and an original sentence).

## **Reading/English**

### **Polar Opposites**

Discuss adjectives/nouns. Pick five descriptive phrases from the story. Have students create “Polar Opposites” for each or both the adjective and noun. (Example, most amazing cake....most repulsive muffin)

Possible phrases

- 1) secret place
- 2) baby plants
- 3) big envelope
- 4) big smile

Have students also create five of their own phrases.

## **Reading/English**

### **Friendly Letter**

Discuss parts of a friendly letter. Have students write a letter to their parents about a visit to a grumpy friend or relative. Include a way to enhance or improve the situation. (Example, In the story, Lydia planted flowers.)

## **Reading/Math/Art**

### **Positive/Negative Timeline**

Pick five date/events from the story to discuss with a small group. Decide the feeling of the character during that event. Plot on the graph according to the feeling (degree of positive or negative feeling) by illustrating a small sketch of what happened.

# **The Journey**

Written by Sarah Stewart

Illustrated by David Small

Activities submitted by Jackee Hamp and Judy Thomas

## **Study of the Amish**

To research the Amish ways, encourage students to use both the library and the Internet. In their studies, students may gather information in the following areas of Amish Life:

- Where large populations live.
- Life style, including their economy, dress, transportation, schooling and socialization.
- What a typical day would be like in an Amish community.

With this information, set aside a day or morning to create an Amish classroom. Allow for the use of restrooms, but limit the use of electricity. If the classroom has no or limited natural light, lamps would be in order. A pitcher and a bowl for washing hands could be an option. Students may dress in very plain clothing with girls wearing solid-colored dresses or skirts and blouses and boys wearing black. Making bonnets for the girls and hats for the boys could be a craft activity.

Author Sarah Stewart emphasizes the following aspects of Amish living that could be incorporated into the day:

Quiet time – This is a time set apart every day in the community to be absolutely quiet. This would be a time to sit quietly and enjoy thinking. The room would be completely silent.

Listening – The Amish children learn much by sitting quietly and listening to adults talk. Consider having as a part of the day a conversation between two adults on a topic with the students listening, but not participating.

Writing – There is little or no technology in many of the Amish communities. Communicating with a friend doesn't happen with e-mail or the telephone. Have students pick up a pencil and write a letter to a friend describing the happenings of "Amish Day."

## **Compare and contrast/Persuasive Letter**

Using a large sheet of paper on the wall, have students compare and contrast Chicago and the home Hannah remembers throughout the book. Then have students write a persuasive letter to Aunt Clara from Hannah either persuading Aunt Clara to stay at home in the Amish community or come to Chicago for a visit. Students can refer to the compare and contrast list in writing their letters.

# **The Library**

Written by Sarah Stewart  
Illustrated by David Small  
Submitted by Denise Brunner

## **Vocabulary**

nearsighted – able to see close objects more clearly than those that are distant

adrift – without direction or aim

doodled – to draw or scribble in an idle or aimless manner

goddesses – female gods believed to have special powers over the lives of men

volumes – a collection of written or printed pages bound together; books

parlor – a room in a home in which visitors are received and entertained

## **Creative Writing**

Have students begin by selecting a person they know who truly loves books. Each student should create a story relating how that person came to love books.

Write a story about what each student would donate to their town to make it a better place for all the citizens.

## **Estimation**

Estimate the number of books in the school library, in each section of the school library, or the classroom library. Get the correct answers from the librarian or by counting the books in the classroom.

## **Graphing**

Graph students who have books at home or students who love to read.

## **Measurement**

See how many picture books it takes to make a stack a foot high. Have students predict how many books it would take to be a yard high, etc.

## **Reading**

Have students design a new jacket for their favorite book. Place them all over the classroom. They can design a new jacket for the favorite books of friends, family, classmates, and teachers as well.

## **Art**

Discuss doodling with the children. Have them go through their desks and collect examples of doodling from their notebooks, papers, etc. Place them on a bulletin board and have students try to guess which child did each one.

## **Collections**

Have students bring examples of things they collect at home and discuss the problems with storing, displaying, and organizing collections.