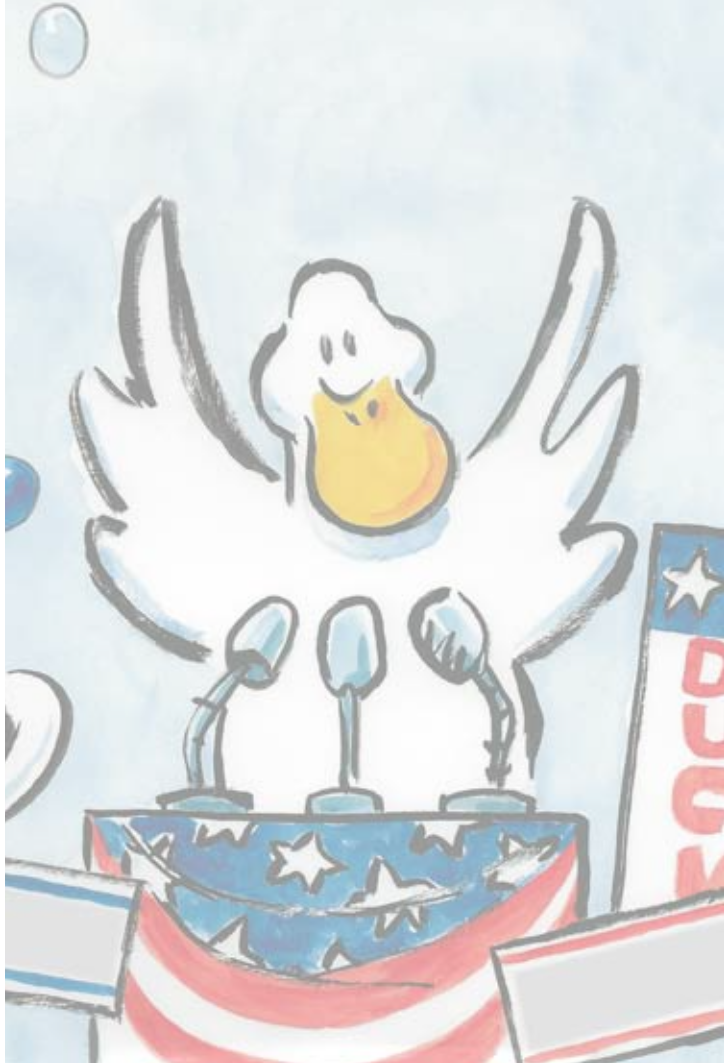


Oregon Children's Theatre

TEACHER RESOURCE GUIDE 2012-2013



Teacher Info & Important Dates

- ✓ October 5, 2012: Full balance due, Last day to reduce seats
- ✓ Thursday, October 18, 7pm: Teacher preview
- ✓ Length: 60 minutes
- ✓ Location: Newmark Theatre

Adapted from *Duck for President*. Text copyright © by Doreen Cronin. Illustrations copyright © by Betsy Lewin. Adapted by James E. Grote. Music and lyrics by George Howe. Directed by Kirk Mouser. Teacher resource guide by Allison Davis.

DUCK *for* PRESIDENT

October 19-November 2, 2012
Newmark Theatre
1111 SW Broadway

Inside this guide

ABOUT: The Show, Author, Illustrator, Playwright and Composer. 2

Oregon Educational Standards 3

The Big Ideas, Discussion and Writing Prompts, and Vocabulary 4

Activities

1. **To Lead or Not To Lead** — Evaluate the qualities needed to be a good leader and group vocabulary words according to students' opinions. 5
2. **Local, State, Federal** — Discuss the different levels of government and illustrate Duck's electoral journey by doing a mapping activity of these three different levels. 9
3. **Me for President!** — Introduce campaign materials and slogans to students, who then design a slogan for their own presidential campaign and complete other language arts extensions. 12
4. **Presidential Postcards** — Students imagine that they've been elected President of the United States and write and illustrate postcards to send home to their families. 14
5. **Get Out and Vote!** — Campaign, debate, vote, and analyze! Divide your students into presidential campaign teams. Stage a mock campaign, town hall meeting, and an election. Then crunch some numbers and analyze the results. 15

Reading List and Online Resources 17

OCT School Services 19

ABOUT

The Show

Farmer Brown has a problem. His animals haven't been pitching in around the farm, and he's putting his foot down. When he announces that all the animals have to help out and do more chores, Duck decides to take matters into his own hands and run for Farmer!

The election is close, but Duck wins. However, being in charge isn't all fun and games. Soon, he realizes that being a leader is more work than he'd bargained for. To lighten his workload, Duck decides to run for governor. With Cow and Hen egging him on, and with Pig by his side as his trusty campaign manager, Duck is on the campaign trail. But this time, has Duck bitten off more than he can chew?

Duck wins by just three votes! Soon he is being bombarded with even more work—signing bills, approving budgets, giving funds to the board of education. Duck is exhausted and starts to wonder why being in charge and working for the people of his home state is so difficult. Cow tells him he has no choice and that the people who elected him expect him to work very hard.

If running a state and being the Governor is such hard work and no fun, Duck thinks, I'll run for President! Back on the campaign trail, Duck picks Pig as his running mate and is filming commercials and preparing for the presidential debates. And thanks to a last minute appeal to the other ducks, Duck squeaks by and wins the presidency.

But being President is an even tougher job. In the Oval Office, Duck is busier than ever and moving at a frantic pace. The pressure is too much! He's overwhelmed with work, has a splitting headache, and he's not having any fun. Just as he's about to cave under the pressure, Pig brings him a newspaper ad. "Wanted: Duck. No experience necessary!" Duck goes to Farmer Brown and gets his old job back, while Pig takes over as President of the United States. Back on the farm after his political adventures, Duck realizes he's finally found a job that he enjoys, and happily begins to pitch in and do his chores

The Author, Doreen Cronin

Doreen Cronin grew up in Merrick, Long Island. As a child, Doreen thought she'd grow up to be either a police officer or an FBI agent. Instead, she started law school. When her father, struck by illness, died suddenly, Doreen suspended her law studies and pursued a career in publishing. Soon after her father's death, Doreen awoke in the night and wrote *Click, Clack, Moo: Cows That Type*. She knew that it would have made her father laugh, just as she laughed at the hilarious stories he told her. She returned to law school, and was practicing law when the book was selected as a Caldecott Honor Book in 2001. Cronin continues to write humorous stories about

Farmer Brown and his animals, including *Dooby, Dooby, Moo* and *Giggle, Giggle, Quack*. She lives in New York with her husband and two daughters.

The Illustrator, Betsy Lewin

Betsy Lewin grew up in Clearfield, Pennsylvania. Her mother was a kindergarten teacher and Betsy and her brother grew up surrounded by children's books and reading. *Winnie the Pooh*, *The Adventures of Babar*, and fairy tales were some of her favorites. She studied illustration at the Pratt Institute, and began her career by designing greeting cards. She then began writing and illustrating stories for children's magazines until an editor asked her to expand one into a picture book. She said, "I jumped at the chance. I've been doing picture books ever since and loving every moment." (*adapted from www.betsylewin.com*)

The Playwright, James E. Grote, and The Composer, George Howe

James E. Grote is both a playwright and an actor. In addition to *Duck for President*, he has also adapted *The Piano Tuner*, *The Dirty Cowboy*, C. S. Lewis' *The Silver Chair*, and many other works for the stage. He has appeared in a wide range of productions, including *Bunnacula*, *Mrs. Piggle-Wiggle*, *Around the World in 80 Days*, and *Snarkout Boys and the Avocado of Death*. Grote has also toured nationally with the National Theatre for Children and HealthWorks Theatre.

George Howe is an acclaimed composer and lyricist whose work is well-known both in the Chicago theater scene and beyond. His 2005 musical, *Queen Lucia*, won a Chicago Jefferson award.

Grote and Howe have collaborated on a number of other projects, including *Brave Potatoes*, *Click Clack Moo: Cows That Type*, and *Giggle, Giggle, Quack*. They both live and work in Chicago.

Oregon Educational Standards

Arts: Create, Present, Perform

AR.03.CP.02 Explore aspects of the creative process and the effect of different choices on one's work.

Language Arts: Writing: Production and Distribution of Writing

K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

1.W.4, 2.W.4, 3.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Language Arts: Writing: Text Types and Purposes

K.W.3, 1.W.3, 2.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Mathematics: Measurement and Data

(2.MD, 3.MD)

I. Represent and interpret data.

2.MD.10 Draw a picture graph and a bar graph to represent a data set.

3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set.

Mathematics: Number and Operations – Fractions (3.NF)

F. Develop understanding of fractions as numbers.

3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts, understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

Social Sciences: Civics and Government

1.16 Identify the United States and Oregon flags and other symbols.

Social Sciences: Civics and Government: Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

K.14 Distinguish between democratic methods and decisions made by authority.

1.13 Describe the responsibilities of leaders

2.15 Give examples of and identify appropriate and inappropriate use of power and the consequences.

3.14 Describe how different levels of government provide services and protect citizens.

3.15 Describe the responsibilities of citizens in their community and state.

Social Sciences: Geography: Understand and use geographic skills and concepts to interpret contemporary and historical issues

2.7 Use basic information on maps and other geographic tools

3.7 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.

Social Sciences: Historical Knowledge

1.3 Identify American songs and symbols.

Social Sciences: Social Science Analysis

2.21 Evaluate information relating to an issue or problem.

3.20 Identify how people or other living things might be affected by an event, issue, or problem.

Common Core State Standards (CCSS) used for language arts and mathematics.

The Big Ideas

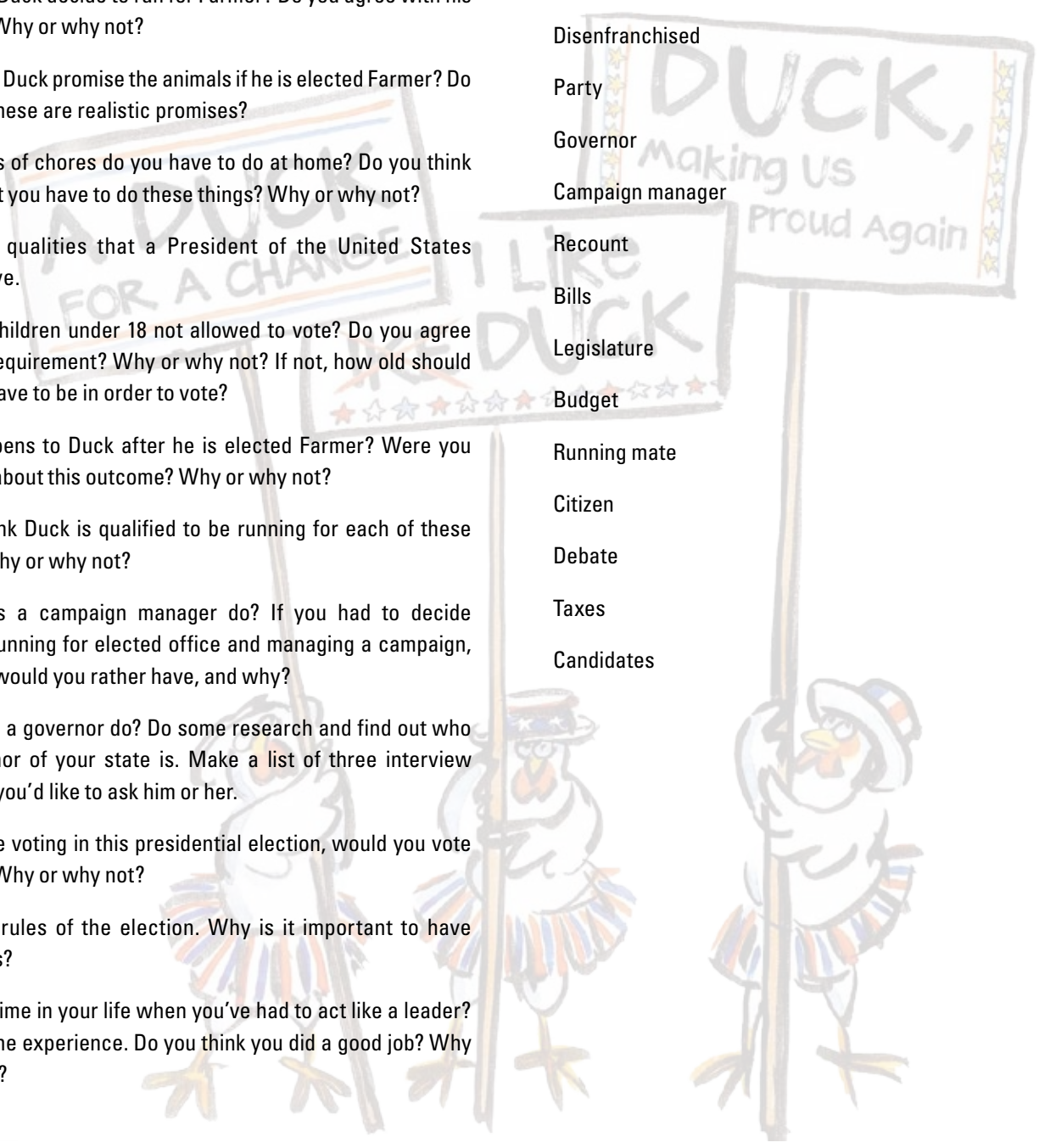
- Being a leader is hard work and a lot of responsibility.
- Leaders need to place the interests of their constituents first and should be able to make sacrifices.
- Even one individual or one vote can make a difference.
- Cooperation is essential in order to get things done.

Discussion Questions & Writing Prompts

1. Why does Duck decide to run for Farmer? Do you agree with his decision? Why or why not?
2. What does Duck promise the animals if he is elected Farmer? Do you think these are realistic promises?
3. What kinds of chores do you have to do at home? Do you think it's fair that you have to do these things? Why or why not?
4. List three qualities that a President of the United States should have.
5. Why are children under 18 not allowed to vote? Do you agree with this requirement? Why or why not? If not, how old should a person have to be in order to vote?
6. What happens to Duck after he is elected Farmer? Were you surprised about this outcome? Why or why not?
7. Do you think Duck is qualified to be running for each of these offices? Why or why not?
8. What does a campaign manager do? If you had to decide between running for elected office and managing a campaign, which job would you rather have, and why?
9. What does a governor do? Do some research and find out who the governor of your state is. Make a list of three interview questions you'd like to ask him or her.
10. If you were voting in this presidential election, would you vote for Duck? Why or why not?
11. List some rules of the election. Why is it important to have these rules?
12. Is there a time in your life when you've had to act like a leader? Describe the experience. Do you think you did a good job? Why or why not?

Vocabulary

- Democracy
- Campaign
- Ballot
- Vote
- Election
- Politician
- Voter registration
- Ballot box
- Disenfranchised
- Party
- Governor
- Campaign manager
- Recount
- Bills
- Legislature
- Budget
- Running mate
- Citizen
- Debate
- Taxes
- Candidates



To Lead or Not To Lead

Overview

Students evaluate the qualities and traits needed to be a good leader and group vocabulary words according to their ideas. Extend the activity by asking students to bring in photographs of leaders they admire and name the traits they exemplify, or have them write notes to Duck evaluating his term as president.

Grade Level

K-3

Standards

Social Sciences: Civics and Government: Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

K.14 Distinguish between democratic methods and decisions made by authority.

1.13 Describe the responsibilities of leaders.

2.15 Give examples of and identify appropriate and inappropriate use of power and the consequences.

3.14 Describe how different levels of government provide services and protect citizens.



Length

30 minutes

Materials

Print the OCT sheets included in this guide:

- Leadership Traits (1 copy)

Chart paper

Tape

Instructions

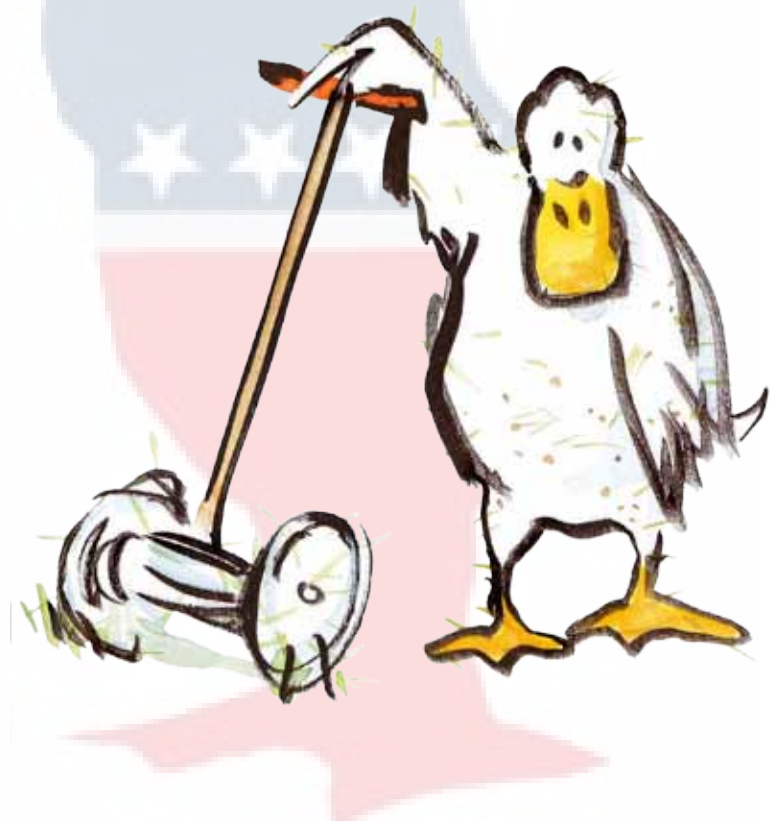
1. **Prep:** Download and print the list of leadership traits, and cut them apart into individual slips. Prepare a piece of chart paper with 3 columns: yes, no, and maybe.
2. **Prompt:** Talk with your students about leaders. Ask for examples of leaders they might already know. Can they think of an example of a leader that didn't do their job well? Are there traits or qualities that leaders need to have in order to lead well?

3. **Pick a Card:** Invite students to draw a leadership trait from the pile. Instruct students to place their words in the column they think is appropriate. Emphasize that different people may have different opinions, and that students should put their word where they think it belongs.
4. **Discuss:** After all the traits have been placed in the chart, talk with the class about the yes, maybe, and no columns. Are there any traits they would put in a different column? Why are certain traits really important for good leaders to have? Why might other traits lead to bad leadership? What kinds of traits does Duck have?

Expansion Ideas

Ask students to bring in a picture of a leader that they admire (remind them that a good leader can be anyone from the President to an older sibling to a local community figure), along with a list of two or three traits that describe what kind of leader they are. Use the pictures and words to create a classroom leadership wall or to prompt an in-class writing assignment.

What kind of leader is Duck? Ask students to write short notes to President Duck, either praising him or offering him some constructive feedback about his leadership style.



Honest

Brave

Greedy

Selfish

Loud

Bossy

Generous

Thoughtful

Smart

Impulsive

Lazy

Hardworking

Dishonest

Ambitious

Bold

Calm

**Short
tempered**

Cooperative

Independent

Shy

Kind

Cruel

Funny

Fair

Assertive

Aggressive

Humble

Creative

Responsible

Frivolous

Intolerant

Closed-minded

Confident

Respectful

Passionate

Persuasive

Inflexible

Trustworthy

Experienced

Disciplined

Unique

Wise

Crabby

Flaky

Local, State, Federal

Overview

Introduce or review the different levels of government: local, state, and federal. Illustrate Duck’s electoral journey by doing a mapping activity of these three different levels.

Grade Level

2-3

Standards

Social Sciences: Geography: Understand and use geographic skills and concepts to interpret contemporary and historical issues.

2.7 Use basic information on maps and other geographic tools.

3.7 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.

Social Sciences: Civics and Government: Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

3.14 Describe how different levels of government provide services and protect citizens.



Length

45 minutes

Materials

Print the OCT sheets included in this guide:

- United States map sheet (class set)
- [State population handout](#) (class set or enough for students to share)

Class set of atlases or map of United States

Colored pencils or crayons

Instructions

1. **Prep:** Print a class set of map worksheets and make a set of atlases or a classroom map of the United States available.
2. **Prompt:** Introduce and define the following terms: local government, state government, federal government. Point out that Duck ran for executive office in each level of government—he ran for farmer (local government—like a mayor), governor (state), and president (federal).
3. **Map:** Distribute the map worksheet to your students. Instruct students to use atlases or a classroom map to complete the following:
 - a. Label your home town or city on your map with a dot
 - b. Label the state capital with a star. If you live in your state capital, draw the star over the dot.
 - c. What is the capital of the United States? Find and label with a circled star.
 - d. Color in your home state.
 - e. Shade the entire United States (including your home state) with a lighter color.
 - f. Find the population of your city, state, and the United States. Write each number next to the area’s name.
4. **Discuss:** Ask students if they know who their mayor is, who their governor is, and who their president is. Note that these different elected officials (and their respective branches of government) are working with very different numbers of people. Recall how Duck thinks that the higher the office, the easier the job will be. Do they agree?

More information on the branches of government and their differences: www.whitehouse.gov/our-government/state-and-local-government









“You’ve got a very important job and the people who elected you expect you to work hard.”



DUCK

for

PRESIDENT

State populations

STATE	POPULATION
 Alabama	4,779,736
 Alaska	710,231
 Arizona	6,392,017
 Arkansas	2,915,918
 California	2,915,918
 Colorado	5,029,196
 Connecticut	3,574,097
 Delaware	897,934
 Florida	18,801,310
 Georgia	9,687,653
 Hawaii	1,360,301
 Idaho	1,567,582
 Illinois	12,830,632
 Indiana	6,483,802
 Iowa	3,046,355
 Kansas	2,853,118
 Kentucky	4,339,367
 Louisiana	4,533,372
 Maine	1,328,361
 Maryland	5,773,552
 Massachusetts	6,547,629
 Michigan	9,883,640
 Minnesota	5,303,925
 Mississippi	2,967,297
 Missouri	5,988,927
 Montana	989,415

STATE	POPULATION
 Nebraska	1,826,341
 Nevada	2,700,551
 New Hampshire	1,316,470
 New Jersey	8,791,894
 New Mexico	2,059,179
 New York	19,378,102
 North Carolina	9,535,483
 North Dakota	672,591
 Ohio	11,536,504
 Oklahoma	3,751,351
 Oregon	3,831,074
 Pennsylvania	12,702,379
 Rhode Island	12,702,379
 South Carolina	12,702,379
 South Dakota	814,180
 Tennessee	6,346,105
 Texas	25,145,561
 Utah	2,763,885
 Vermont	625,741
 Virginia	8,001,024
 Washington	6,724,540
 West Virginia	1,852,994
 Wisconsin	5,686,986
 Wyoming	563,626
 United States	308,745,538 *

*includes population of Washington, D.C.

Note: All population data taken from 2010 U.S. Census.



Me for President!

Overview

Introduce campaign materials and slogans to students, who then design a slogan for their own presidential campaign. If time allows, students can add color, a campaign logo, or other creative touches.

Grade Level

K-3

Standards

Language Arts: Writing: Production and Distribution of Writing

K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

1.W.4, 2.W.4, 3.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Arts: Create, Present, Perform

AR.03.CP.02 Explore aspects of the creative process and the effect of different choices on one's work.



Length

45-60 minutes

Materials

Print the OCT sheets included in this guide:

- *Me for President* worksheet (class set)

Paper and pencil

Optional: art materials (colored pencils, crayons, etc)

Vocabulary

Slogan

Campaign

Candidate

Instructions

1. **Prep:** Gather some examples of local, state, or federal campaign materials—flyers, posters, bumper stickers, etc. Print a class set of *Me for President* sheets.
2. **Prompt:** What's a slogan? Define for students, and ask them for examples. What is a slogan's purpose? Share examples of campaign materials. Ask students to find the slogans in these

materials. What do these slogans have in common? (i.e., they're short, they're catchy or memorable, etc.) Explain that just like advertisers create slogans to sell products, candidates, their campaign managers, and political parties create slogans and campaign materials designed to get the public to vote for their candidate.

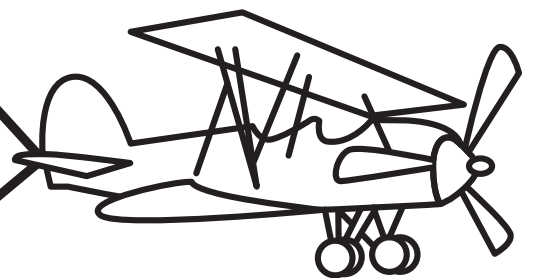
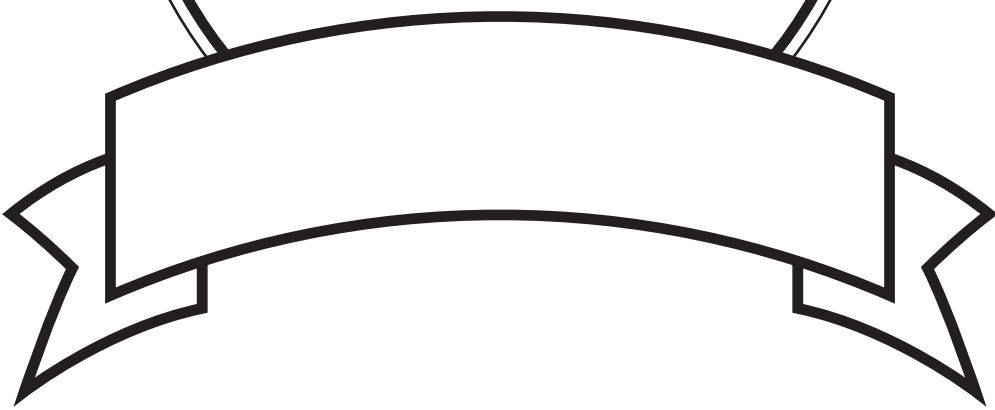
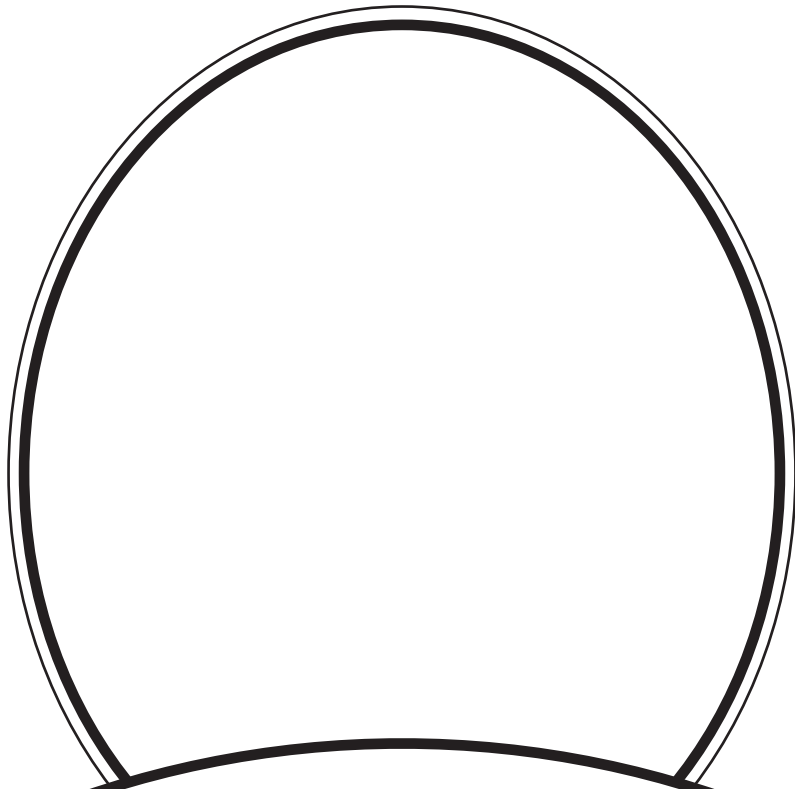
3. **Slogans:** Distribute some blank paper. Explain that their job is to create a presidential campaign slogan—for themselves! Remind students of the examples: slogans should be short (just a sentence), and highlight something great and positive about themselves as a candidate. Use the *Me for President* sheet for students' final product. If you have time or want to assign for homework, students can color their slogan sheets, add a logo or an illustration of themselves, and compose a few sentences about themselves and why they are running.

Extension: Speeches

Show students some audio or video of a candidate giving a brief speech or introducing themselves in an advertisement. Have students create their own stump speech. Remind them to introduce themselves, say a few things about why they're a great candidate and what they'll do if elected, and close by repeating the campaign slogan they've created earlier.

If you have time, create a backdrop or a podium for speech-making, and either videotape students giving their speeches or invite another classroom to come and hear students.

“At the end of the day, I’m covered from head to toe in face powder, paper cuts, staples, security badges, Secret Service agents, and coffee stains... It’s all work, work work!”



Presidential Postcards

Overview

Gather images of patriotic symbols and landmarks to inspire your students as they imagine that they've been elected President of the United States and write and illustrate postcards to send home to their families.

Grade Level

K-3

Standards

Language Arts: Writing: Text Types and Purposes

K.W.3, 1.W.3, 2.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



Language Arts: Writing: Production and Distribution of Writing

3.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Social Sciences: Historical Knowledge

1.3 Identify American songs and symbols.



Social Sciences: Civics and Government

1.16 Identify the United States and Oregon flags and other symbols.

Length

45-60 minutes

Materials

Large index cards (class set)

Photographs of the White House, the Washington Monument, Congress, the American flag, the Oval Office, and other political symbols/landmarks.

Instructions

1. **Prep:** Prepare photographs or other examples of American political symbols and landmarks (see above) and a class set of large index cards.
2. **Prompt:** Tell students to imagine they've been elected president of the United States! Imagine that it's their first day on the job. How would they feel? What sorts of things would they be doing?

3. **Pictures:** Instruct students to select a national landmark or symbol. Place photos or books in locations where students can look at them for ideas. Point out the White House, where the Executive Branch is housed and where the President lives, and the Oval Office in particular. Pass out index cards. Students can use these ideas to draw a picture for the blank side of their postcard.
4. **Postcards:** Explain to students that they'll be writing postcards home to their families. Instruct them to choose someone to write to and compose a message about their first day in office. Students should include the date, a greeting, and their signature, including their new title. On the left hand side, instruct students to rewrite their messages home. On the right hand side, students should address their postcards to their recipients.

Variation

If working with younger students, have them draw a picture of a landmark or symbol on one side, and a picture of themselves as president on the other, instead of writing a message home.

"I am a chicken and I am very small. But there's strength in numbers, right? And do you know what happens when you put all us little chickens together?"

Get Out and Vote!

Overview

Campaign, debate, vote, and analyze! Divide your students into campaign teams for Barack Obama and Mitt Romney. Stage a mock campaign and town hall meeting with an election, and then crunch some numbers and analyze the results.

Oregon Children's Theatre will also be holding a presidential election the day of your field trip! Visit www.octc.org/school-services/duckforpresident to download a voting packet (includes student ballots, a results cover sheet, and discussion questions), or email us your classroom's election results at teachers@octc.org.

Grade Level

2-3

Standards

Social Sciences: Civics and Government:

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

3.15 Describe the responsibilities of citizens in their community and state.



Social Sciences: Social Science Analysis

2.21 Evaluate information relating to an issue or problem.

3.20 Identify how people or other living things might be affected by an event, issue, or problem.

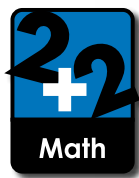
Mathematics: Measurement and Data

(2.MD, 3.MD)

1. Represent and interpret data.

2.MD.10 Draw a picture graph and a bar graph to represent a data set.

3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set.



Mathematics: Number and Operations – Fractions (3.NF)

F. Develop understanding of fractions as numbers.

3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts, understand a fraction a/b as the quantity formed by a parts of size $1/b$.

3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

Length

Varies

Materials

Download student ballots at www.octc.org/schoolservices/duckforpresident.

Paper for campaign posters

Art materials (markers, colored pencils, etc.)

Graph paper (younger students)

Paper and pencil for election analysis

Instructions

1. Prep: Divide the classroom into three teams: the Obama campaign, and the Romney campaign. Prepare ballots.
2. Prompt: Explain to students that they will be divided into three campaign teams. They will all be campaign advisors to their assigned candidate.
3. Campaign: Allow time for students to make campaign posters for their candidate. Encourage students to brainstorm slogans and artwork, and reasons why their candidate is the strongest. Display posters in the classroom during the town hall meeting.



4. **Town Hall Meeting:** Divide the allocated time into three segments: one for each candidate. During their allotted time, the campaign advisors can be called on by the moderator (classroom teacher) to make statements about why their candidate is the best candidate for president. The moderator will record the statements on the board in a 2-column chart.
5. **Vote:** After the town hall meeting, hold the election. Distribute ballots. Each student gets one vote, and they vote for the candidate of their choice (it does not have to be the candidate they campaigned for).
6. **Tally:** Share the election results with students. Email your classroom's results to teachers@octc.org, or bring the paper cover sheet with you to vote the day of your field trip! The totals from your performance will be announced immediately after you see the play.
7. **Analyze:** Examine the election data and determine whether or not a majority has been reached (if one candidate receives 50% or more of the votes).
8. **Younger students:** use graph paper to create bar graphs of the results and determine how many votes a candidate would need to win the majority.
9. **Older students:** convert the results for each candidate into fractions and determine whether any of these numbers are equal to or greater than one half. Draw pie charts to illustrate the results.

“An election is about everyone having a chance to choose who will be in charge. And it isn't fair if some people can make that choice and others can't, simply because you think they might vote a certain way.”

Variation

Invite another classroom of students to be the audience at the town hall meeting and to vote in the election! Include their votes in your math analysis activities.



Reading List

Elections (Fiction and Nonfiction)

Papa's Mark by Gwendolyn Battle-Lavert; illustrated by Colin Bootman. After his son helps him learn to write his name, Samuel T. Blow goes to the courthouse in his Southern town to cast his ballot on the first election day ever on which African Americans were allowed to vote.

Vote! by Eileen Christelow. Using a campaign for mayor as an example, shows the steps involved in an election, from the candidate's speeches and rallies, to the voting booth where every vote counts, to the announcement of the winner.

Grace for President by Kelly DiPucchio; pictures by LeUyen Pham. When Grace discovers that there has never been a female U.S. president, she decides to run for school president.

Nikki & Deja: Election Madness by Karen English; illustrated by Laura Freeman. When Carver Elementary holds school-wide elections for the first time, third-grader Deja puts all her efforts into running for school president, ignoring her best friend Nikki's problems.

If I Ran for President by Catherine Stier; illustrated by Lynne Avril. A multicultural cast of children imagines what it would be like to run for president.

LaRue for Mayor: Letters from the Campaign Trail; Written and Illustrated by Mark Teague. With Mrs. LaRue injured and in the hospital, Ike decides to uphold justice and take the laws of Snort City into his own paws.

Politics/Government (Fiction and Nonfiction)

President Pennybaker by Kate Feiffer; illustrated by Diane Goode. Tired of the unfairness of life, young Luke Pennybaker decides to run for president, with his dog Lily as his running mate.

My Senator and Me: a Dog's Eye View of Washington, D.C. by Senator Edward M. Kennedy; illustrated by David Small. Senator Edward M. Kennedy's dog, Champion Amigo's Seventh Wave, or Splash, introduces readers to Washington, D.C., as he follows the senator around for a day.

What Does the President Do? by Amanda Miller. An introduction to the duties of the U.S. president.

Amelia Bedelia's First Vote by Herman Parish; pictures by Lynne Avril. When Amelia Bedelia runs into her principal, Mr. K., and plants the idea that students should vote on the rules, he decides that her class should be the first to come up with new ideas for running the school.

The Constitution by Christine Taylor-Butler. Discusses the meaning and purpose of a constitution; recounts reasons why people thought the United States needed one in the 1780s and the events of the Constitutional Convention; and describes the Constitution's main points and how it has changed.

If I Were the President by Thomas Kingsley Troupe; illustrated by Heather Heyworth. If I were the president, I would be Commander in Chief. I would help keep the country safe. I would also play tennis on my own court. Dream big, and see what fun it is to be the president.

Becoming a Leader

Four Legs Bad, Two Legs Good! written and illustrated by D.B. Johnson. While all of the other animals on a tumbledown farm wait on Farmer Orvie, a pig, who spends a great deal of time sleeping, an unhappy Duck decides that she would be a better farmer and sets out to convince Orvie.

Martin's Big Words: the Life of Dr. Martin Luther King, Jr. by Doreen Rappaport; illustrations by Bryan Collier. This picture book biography of Dr. Martin Luther King, Jr. brings his life and the profound nature of his message to young children through his own words.

Stand Tall, Abe Lincoln by Judith St. George; illustrated by Matt Faulkner. Growing up poor in the backwoods of Kentucky and Indiana, Abraham Lincoln lost his mother before he was ten. But Sally Johnston, who married Abe's father a year later, brought a library of books to their log cabin home and turned young Abe's life around.

I Could Do That: Esther Morris Gets Women the Vote by Linda Arms White; pictures by Nancy Carpenter. In 1869, a woman whose "can-do" attitude had shaped her life was instrumental in making Wyoming the first state to allow women to vote, then became the first woman to hold public office in the United States.

Farm Animals and Communities

Hurry! Hurry! by Eve Bunting; illustrated by Jeff Mack. All the animals of the barnyard community hurry to greet their newest member, who is just pecking his way out of an egg.

Farm by Elisha Cooper. Describes the activities on a busy family farm from the spring when preparations for planting begin to the autumn when the cats grow winter coats and the cold rains begin to fall.

On the Farm by David Elliott; illustrated by Holly Meade. From the bull to the barn cat to the wild bunny, the farmyard bustles with life. The rooster crows, the rams clash, the bees buzz, and over there in the garden, a snake – silent and alone – winds and watches.

Our Animal Friends at Maple Hill Farm by Alice and Martin Provensen. Describes animals on the authors' own farm in New York: dogs, horses, pigs, geese, chickens, cows, goats, sheep, cats, and more!

An Edible Alphabet: 26 Reasons to Love the Farm by Carol Watterson; illustrated by Michela Sorrentino. A rhyming alphabet that names things related to modern farming, and provides background information on each one.

Provided by:



Online Resources

Betsy Lewin's Official Website

www.betsylewin.com

Kids Voting USA

kidsvotingusa.org

Civics education resource containing materials for K-12 students.

The Center for Civic Education

new.civiced.org/resources/curriculum/lesson-plans

Lesson plans for K-12 students. Free downloads for K-3 include introductions to authority and laws and the content of the United States Constitution.

New York Times education blog

learning.blogs.nytimes.com/2012/02/28/election-2012-teaching-ideas-and-resources

Frequently updated post with resources and ideas for teaching the 2012 election to a wide range of grade levels.

White House 101

www.whitehouse.gov/about/white-house-101

Official website of the White House. Includes interactive tour, information about First Pets, and other resources just for kids.

Scholastic: President's Day Resources

www.scholastic.com/teachers/collection/presidency-united-states

Resources and units about the Presidency of the United States.

Classroom Law Project

www.classroomlaw.org

Portland nonprofit organization whose mission includes civic education. Curriculum content mostly for upper grade levels.

OCT School Services

Teacher Preview Night and Workshops

Book your tickets, then mark your calendar to join us for the preview night for *Duck for President* and observe OCT's final dress rehearsal. Professional development workshops are offered throughout the year. RSVP by contacting teachers@octc.org.

In-School Residencies

Loud and Clear

Loud and Clear is a four week program designed to help students meet standards in public speaking. An experienced OCT instructor leads students through theater exercises which demonstrate proven techniques of oral presentation. Students receive clear, constructive feedback in this experiential and positive learning environment. For more information, log on to www.octc.org/schoolservices/loudandclear.

Read, Write, Act

Over five weeks, students learn to adapt a piece of written literature into a story for the stage. Work with our instructors to select the book you want to work with and determine learning goals. Students read the book, dramatize key scenes that tell the story, and create scripts. The residency culminates in a staged reading. For more information, visit www.octc.org/schoolservices/readwriteact.

Teacher Liaisons

OCT invites teachers who have an interest in theater arts to join the OCT Teacher Liaison Program. OCT seeks to develop relationships with teachers who are willing to be an arts advocate at their school, provide colleagues with information about OCT and offer input on OCT programs. Liaisons are invited to special events throughout the year and receive behind-the-scenes information. If you are interested in joining the OCT Teacher Liaison network, please email allison@octc.org.

Educational Theatre Program

The Educational Theatre Program is a collaboration between Oregon Children's Theatre and Kaiser Permanente, offering engaging theatrical productions promoting healthy life choices to schools and communities for FREE.

Educational Theatre Program

Join the Amazing Food Detective on his newest caper—inside the body! This playful and interactive production highlights how healthy food choices, physical activity, and limiting screen time contribute to an individual's total health. The Amazing Food Detective and his unsuspecting suspects take your students on a magical journey full of animated rhymes, catchy songs, and surprising puppets. Grades K-3.



To book your performance, visit www.etpnorthwest.com.

All field trips performed at
Hatfield Hall
1111 SW Broadway