



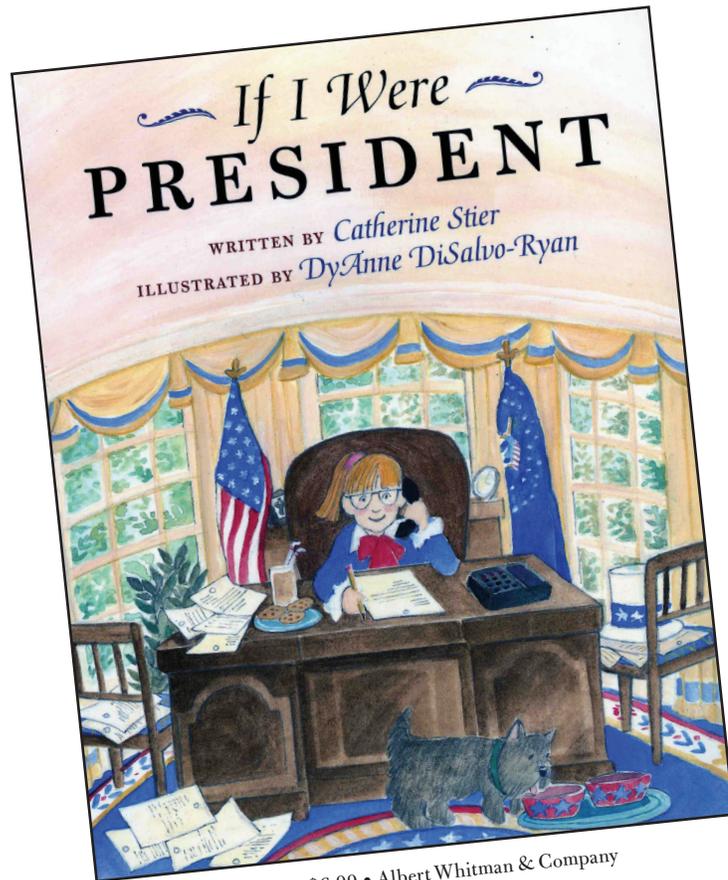
If I Were PRESIDENT

BY

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IF YOU WERE PRESIDENT of the United States, you'd live in a mansion with your own bowling alley and personal chef. You'd have your own airplane and would travel the world!

But as president you'd have big responsibilities, too. You'd be commander of all the armed forces, and would need to work with Congress to make laws for the country. You'd give important speeches and meet with world leaders to discuss serious issues.

Catherine Stier's charming picture book is an accessible introduction to our country's highest office—and to the duties and perks that go with the job.

Before Reading

What does the president of the United States do? What are some of the responsibilities that come with the job of leading a country? Hold a class discussion and generate a list of what students think the job of president requires.

After Reading

In order to become president of the United States, candidates need to run a campaign that lets the people of the country know what ideas the candidate has to make the country better. Many candidates create bumper stickers with slogans to get people familiar with their names and their ideas. Slogans are catchy phrases that help people remember the candidate. Some presidential slogans used in the past include: "I Like Ike" (Eisenhower, 1952); "Let's Make America Great Again" (Reagan, 1980); and "Yes, We Can" (Obama, 2008). Create your own catchy slogan and use it to help you design a bumper sticker on a 4" x 10" piece of construction paper. Display the bumper stickers in your class.



- ★ Many presidents brought pets to live with the first family in the White House. Several dogs have been first pets, including President Obama’s Portuguese water dog, Bo, and President Johnson’s beagles, Him and Her. President Kennedy even had a pet pony named Macaroni when he lived in the White House. Imagine you are the first family’s pet. What kind of animal would you be? Describe a day in your life in a letter to the American people (guide page 3). Do you sit under the president’s desk as he meets with world leaders and signs bills into law? Do you beg for food from the table when the president is hosting fancy dinners with other politicians? Do you sleep in the Lincoln bedroom?
- ★ Complete a T-chart listing the pros and cons of being the president of the United States (guide page 4). Think of the information presented about the life of the president in *If I Were President*. Which parts of the job would be enjoyable to you? Which parts of the job would prove difficult for you? Compare your T-chart with a partner and explain your reasons for your list of pros and cons.
- ★ An important part of the president’s job is identifying problems in our country and thinking of solutions to these problems. Take a careful look around your classroom or school. What problems do you notice? Are there not enough balls to play with at recess? Is there too much trash left after the students eat lunch? After you identify a problem, meet with your “cabinet” (a group of your classmates) to generate a solution to the problem. Record your thoughts on the Presidential Problem Solving worksheet (guide page 5). Poll students in your class or school about the problem and your proposed solution. Present your findings to the principal, your teacher, or to your student council.
- ★ Americans are fascinated about the lives of our presidents before they became leaders. Tourists often visit the hometowns of presidents to learn more about the people who became the leader of our nation. If you were president, people would like to learn more about you, too. Design a map of your neighborhood to show where your house is located (guide page 6). Include other important places in your life, like the location of your school, soccer field, karate studio, favorite restaurant, etc. Make sure to include a key with your map.
- ★ What would *you* do if you were president? Draw a picture of yourself depicting that first presidential action (guide page 7).

Catherine Stier has worked as a professional writer for more than fifteen years. Her work has appeared in magazines and newspapers nationwide, including *Woman’s Day*, *Woman’s World*, *Chicago Parent*, *Highlights for Children*, and the *San Antonio Express-News*. *If I Were President* was her first children’s book; subsequent titles include *If I Ran for President*, *Bugs in My Hair?!*, and *The Terrible Secrets of the Tell-All Club*. She lives with her family in Southwest Texas. Learn more about her books at her website: www.catherinestier.com.

DyAnne DiSalvo-Ryan has illustrated more than fifty children’s books. She lives near Philadelphia, Pennsylvania. Visit her website, www.dyannedisalvo.com, for more information.

This curriculum guide was created by Leigh Courtney, Ph.D. She teaches first and second grade in the Global Education program at a public elementary school in San Diego, California. She holds both master’s and doctoral degrees in education, with an emphasis on curriculum and instruction.



Presidential T-chart

If you were president of the United States, what would you like the best about your job? What would you like the least? Complete the T-chart by listing pros and cons about the job of president. Share your T-chart with a partner to compare your opinions.

PROS	CONS

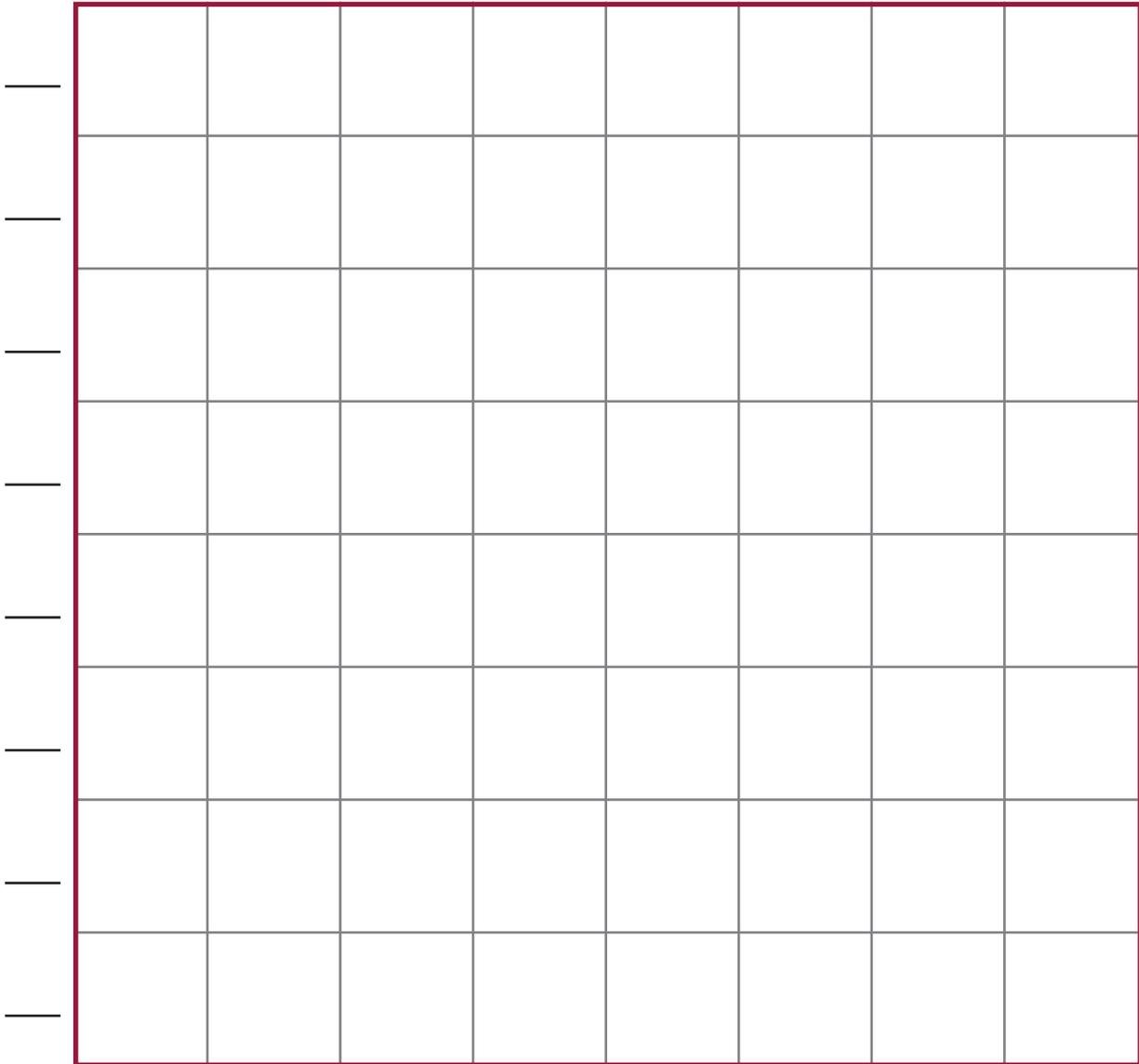


NAME _____

A Map of Important Sites in President _____'s Hometown

Hometown: _____, _____
City State

Draw a map of your neighborhood on the grid below. Indicate your house and landmarks that are important to you. Label the compass rose with the proper directions, the vertical axis with letters A-H, and the horizontal axis with numbers 1-8. Make a key for your map.



<i>KEY</i>

NAME _____

If I Were President . . .

If I were president, I'd _____

_____.

Illustrate your statement below.

