

New York Times Best Seller

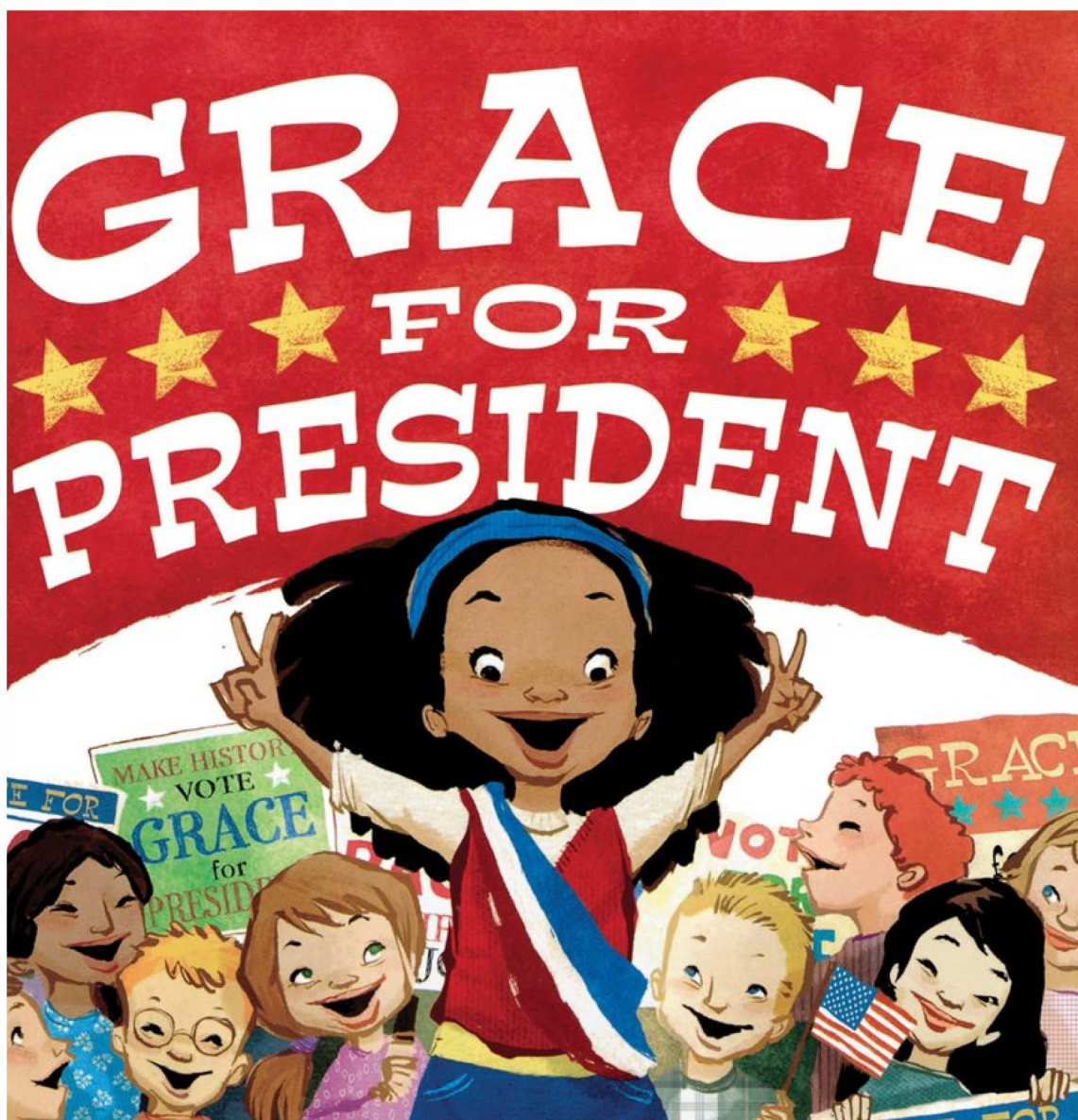
GRACE FOR PRESIDENT



SHOW STUDY GUIDE



CASAMAÑANA.ORG



SHOW SYNOPSIS

When Grace Campbell's teacher reveals that the United States has never had a female president, Grace decides to be the first. And she immediately starts off her political career as a candidate in the school's mock election. But soon, she realizes that she has entered a tough race.

ACTIVITY #1

A VOTE FOR VOCAB

You're about to witness Grace fight to make history! The words below will be used as Grace campaigns for President and her grade level prepares for an election.

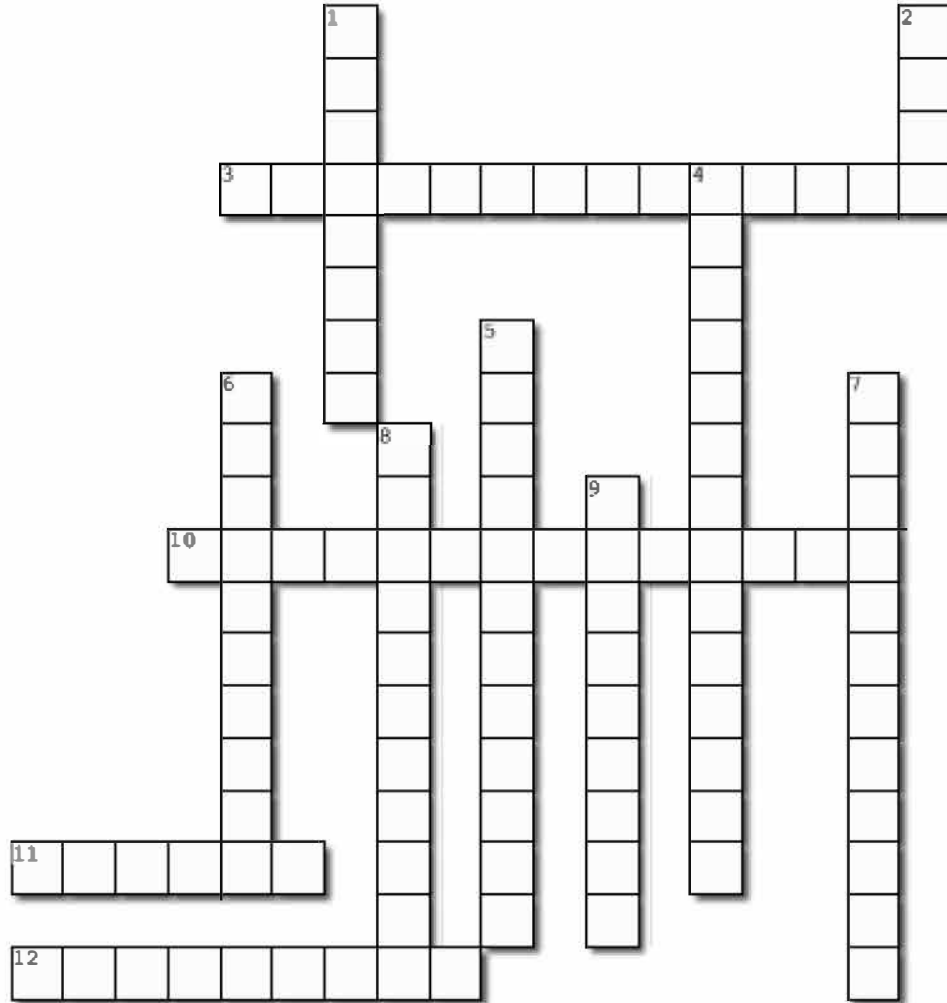
GET TO KNOW THESE WORDS SO YOU CAN FOLLOW ALONG AND TEST YOURSELF!



1. Constituents - Noun. a person who is part of a body of voters in a specified area who elect a representative to a legislative body
2. Campaign - Verb. work in an organized and active way toward a particular goal, typically a political or social one
3. Philosophic - Adjective. rationally or sensibly calm, composed
4. Vote - Verb. when people choose one thing over another
5. Presidential - Adjective. relating to the presidency
6. Candidate - Noun. a person who seeks office
7. Qualifications - Noun. the conditions required by law or custom to hold office
8. Democracy - Noun. government by the people, exercised by voting
9. Accomplishment - Noun. anything acquired or achieved
10. Triumphant - Adjective. rejoicing over success
11. Representative - Noun. a person who represents others, usually in government
12. Rights - Noun. what the law says you can do or have

ACTIVITY #1

A VOTE FOR VOCAB – CROSSWORD



ACROSS

- 3. a person who represents others, usually in government
- 10. the conditions required by law or custom to hold office
- 11. what the law says you can do or have
- 12. government by the people, exercised by voting

DOWN

- 1. work in an organized and active way toward a particular goal, typically a political or social one
- 2. when people choose one thing over another
- 4. anything acquired or achieved
- 5. relating to the presidency
- 6. rejoicing over success
- 7. a person who is part of a body of voters in a specified area who elect a representative to a legislative body
- 8. rationally or sensibly calm, composed
- 9. a person who seeks office

ACTIVITY #1

A VOTE FOR VOCAB – WORD SEARCH

WORD LIST

CONSTITUENTS
VOTE
CANDIDATE
ACCOMPLISHMENTCAMPAIGN
PRESIDENTIAL
QUALIFICATIONS
TRIUMPHANTPHILOSOPHIC
DEMOCRACY
REPRESENTATIVE
RIGHTS

O D B D F U D P H I L O S O P H I C Z G
Z A H N P O G M I P X P V L J S M X M V
L P Q C V K Z M Y A R Z S O N T Q V K O
E W Q P O P S D E C X S I C T N U J P T
F D U P P R I X T C M E F Z O E C K C E
E Q A D C E F G A O C B Q R S U P A W Z
T K L N A S E Z D M B X K N E T O G G E
T S I F M I V S I P Q A J N D I E C Y X
M I F L P D I T D L S P X A S O P N Z Y
S K I M A E T F N I Z M E A U S T K Y U
A J C X I N A S A S Y Z P D B N H S C Z
Q D A X G T T Y C H Y C R P A O O T A J
C U T Z N I N U T M P E L H V C D F R C
B Q I P K A E S B E D Q P T F Z S J C P
S D O C E L S G W N X M B F M Y A S O C
R L N O G A E V Y T U H N E Q A A Y M J
Q D S C M S R Y X I L P O M O T T U E R
O O V B Z I P I R I N H S J O G F B D X
R I G H T S E T D S T S W F X X C X E T
Q J G J P G R X H B Q N V R J D W L A Y

ACTIVITY #2

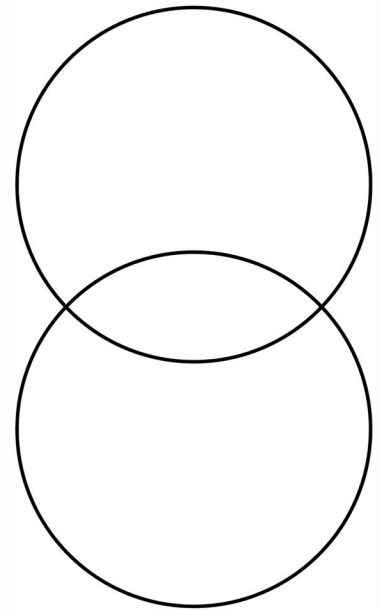
PLAY BY THE BOOK



Grace for President is a book that was adapted and expanded for the stage! The book, written by Kelly S. DiPucchio, was adapted into a musical by Joan Cushing. Use this activity to familiarize your students with *Grace for President* and to help them analyze the similarities between an original text and its dramatic adaptation.

1. Before Seeing *Grace for President*, talk to your students about adaptation. To adapt a work means to alter the text (the book) to make it suitable for another medium (the stage).
2. Read or use the following link to listen to the book *Grace for President* by Kelly S. DiPucchio.
<https://www.youtube.com/watch?v=MrstZhDQLs0>
3. After seeing the musical *Grace for President*, talk to your students about the similarities and differences between the book and the musical. Consider these questions:
 - What were some moments they recognized from the book?
 - Were any moments from the book NOT included in the musical?
 - What was added to the musical?
 - Did the book and the musical follow the same sequence of events?
4. Copy and distribute the **Play by the Book: Compare and Contrast** page for students to fill out.

MUSICAL
BOTH
BOOK



CURRICULUM CONNECTIONS:

- ELA- Writing, Reading/
Comprehension of Literary Text/
Drama, Listening/Speaking

OBJECTIVES:

In these activities, students will analyze the similarities and differences between an original text and its dramatic adaptation.

MATERIALS:

- Book or Audio for *Grace for President*
- Compare and Contrast template (following pages of study guide)

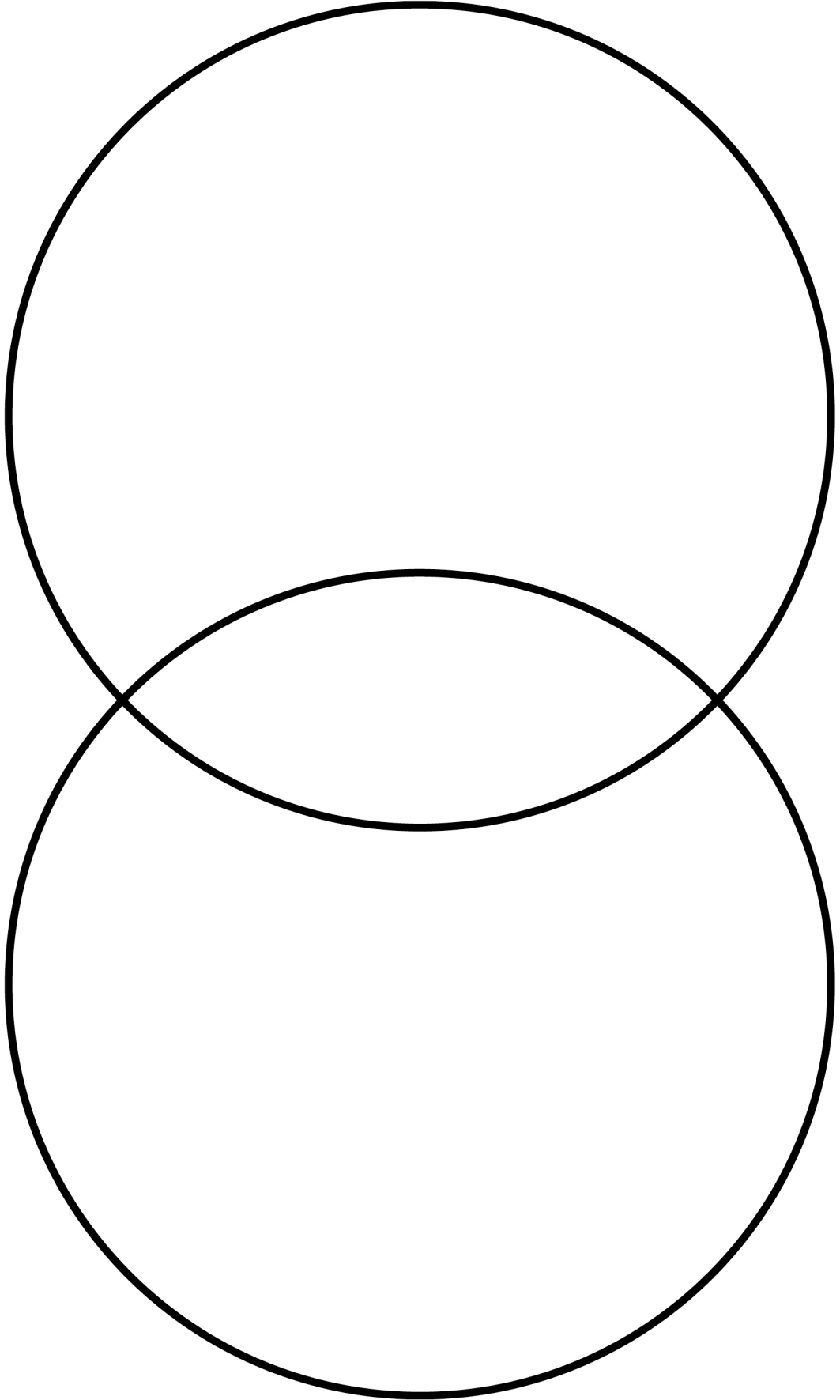
..... **ACTIVITY #2**

PLAY BY THE BOOK: COMPARE AND CONTRAST

MUSICAL

BOTH

BOOK



ACTIVITY #3

CREATE YOUR CAMPAIGN

Grace and Thomas both campaign for class presidency.

Use the following activities to talk to your students about campaign strategies and to have them create their own campaign for presidency.

1. As a class, discuss the following questions:
 - Grace and Thomas both share their qualifications for being class president. What qualities do you think are important to be a leader? What qualities should be avoided in choosing a leader?
 - What were some of the campaign promises made by Grace and Thomas?
 - What issues are important to you?
 - What promises would you make if you were running for class president?
 - What would you try to do/what changes would you try to make in the school or class if you won?
2. Copy and distribute the Campaign Speech sheet on the following page of the study guide. Have students fill in the blanks based on the class discussion and their personal beliefs.
3. Have students design a campaign poster using either the template provided in the study guide or with poster board and art materials.
4. Allow students to rehearse their campaign speeches and present them to the class while displaying their posters.



CURRICULUM CONNECTIONS:

- ELA - Writing/Persuasive Texts, Listening and Speaking
- Art - Cultural Relevance
- Theatre - Creative Expression
- Social Studies - Government, Citizenship

OBJECTIVES:

In this activity, students will design their own campaign for class presidency and present their speeches and posters to the class.

MATERIALS:

- Campaign Speech and Poster templates (next pages of study guide)
- drawing utensils
- poster board (optional)

ACTIVITY #3**CREATE YOUR CAMPAIGN- CAMPAIGN SPEECH**

Fill in the blanks to create your own campaign speech! Practice saying your speech out loud and share it with your class!

My name is _____ and I am running for class president.

I want to be president because.... _____

I want to change..... _____

I promise..... _____

I would be a good leader because... _____

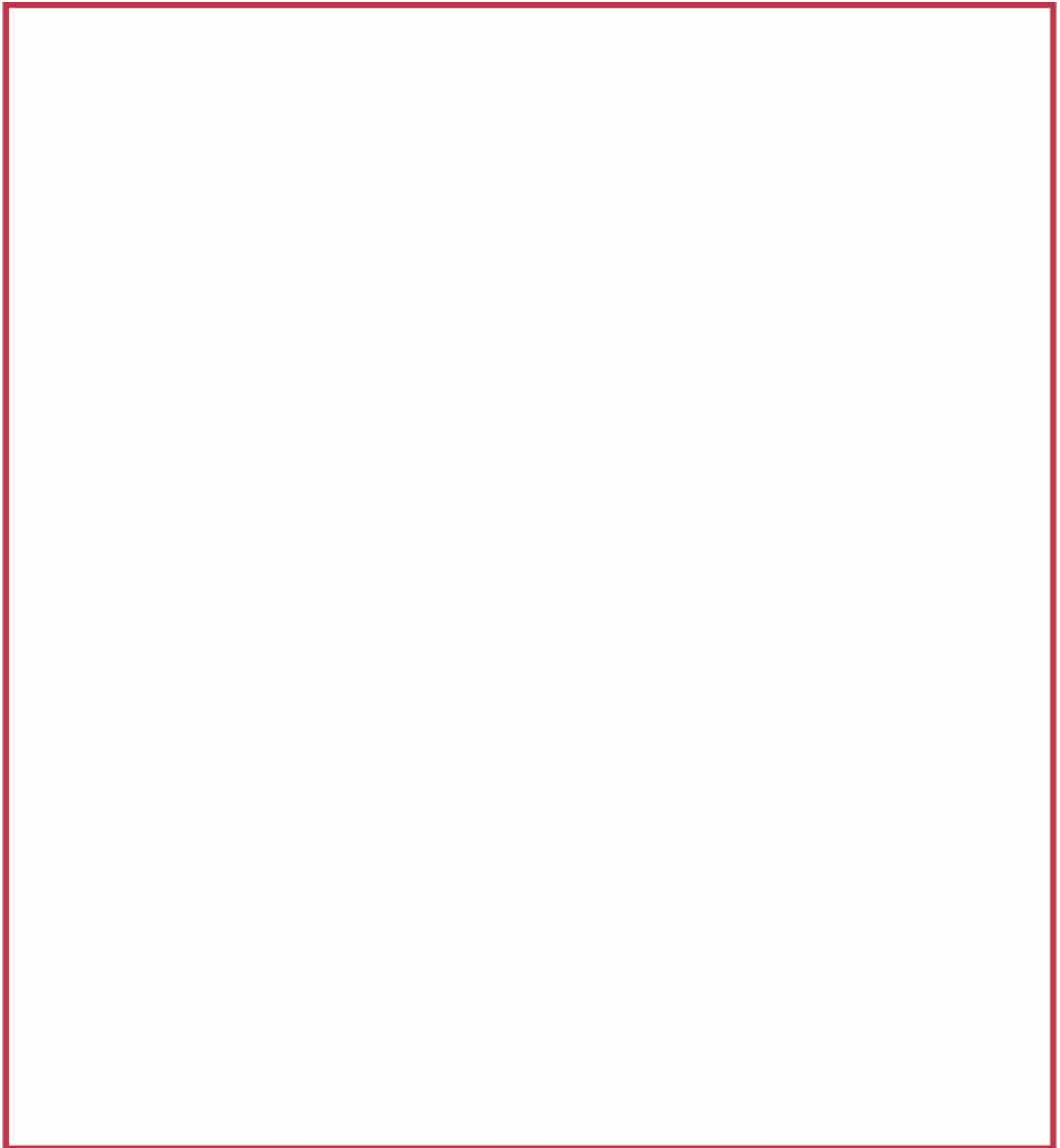
Campaign Slogan: _____

Thank you!

..... **ACTIVITY #3**

CREATE YOUR CAMPAIGN – CAMPAIGN POSTER

Use the space below to design your own campaign poster!
Make sure it represents YOU and includes your campaign slogan.



ACTIVITY #4

DEAR NEXT PRESIDENT

Grace was surprised to learn that there had never been a female president. She thought this was unfair and decided to do something about it! With the 2020 election season upon us, students can use this activity to learn about the candidates and shine a light on issues that they want the next president to remember.

Step 1: Have a discussion with your class about the candidates who are running in the presidential election and some of their main campaign points. (If it's after the election, more of the discussion can focus on the current president and the changes they have promised to make while in office).

Step 2: Remind students that Grace thought it was unfair that there had never been a female president. As a class, brainstorm a list of things that the students think are unfair, why, and what they think should be done about it. The list can start on a smaller scale (thing they think are unfair in their home or school), but challenge students to think broadly about issues in their community, state, and country.

Step 3: Have students select an issue from the list and write a persuasive letter to the next president about the issue and what they think should be done about it.



CURRICULUM CONNECTIONS:

- Social Studies-Government, Citizenship
- ELA- Writing/Persuasive Texts

OBJECTIVES:

In this activity, students will write a persuasive letter to the next President of the United States.

MATERIALS:

- Dear Next President template (next page of study guide)

..... **ACTIVITY #4**

DEAR NEXT PRESIDENT

What suggestions do you have for the next President of the United States? Write a persuasive letter to the next President that describes something you think is unfair, why you think it is unfair, and what you think should be done about it.

Dear Next President.....

Sincerely,

ACTIVITY #5

VOTER REGISTRATION

Teach your students about Election Day and the voting process by having them create their own voter registration cards!

Talk to your students about registering to vote. Print and distribute a card from the template on the following page of the study guide to each student.

Have them fill out their information and draw a picture of themselves!

☆☆☆

Official Voter Registration

Name: _____

Age: _____ Date: _____

City: _____ State: _____

Photo of Me:



CURRICULUM CONNECTIONS:

- Social Studies- Government, Citizenship, Art

OBJECTIVES:

In this activity, students will create their own voter registration cards.

MATERIALS:

- Voter Registration Template (next page)



Official Voter Registration

Name: _____

Age: _____ Date: _____

City: _____ State: _____

Photo of Me:



Official Voter Registration

Name: _____

Age: _____ Date: _____

City: _____ State: _____

Photo of Me:



Official Voter Registration

Name: _____

Age: _____ Date: _____

City: _____ State: _____

Photo of Me:



Official Voter Registration

Name: _____

Age: _____ Date: _____

City: _____ State: _____

Photo of Me:



ACTIVITY #6

COUNTING THE VOTE

During this election, the students in Grace and Thomas' classes act as the Electoral College. Take this opportunity to talk to your students about the Electoral College. Explain to them that a presidential nominee needs a majority of the electoral votes to win the presidency. Each state has a specific number of electoral votes, and the winning candidate needs at least 270.

The following steps explain the game on the next couple of pages.

STEP 1: Place students in pairs to prepare for the game.

STEP 2: Pass out the materials to each group (one or two dice, two different colored crayons, one Electoral Map and one Recording sheet).

STEP 3: Students may begin!

- a. Each partner rolls the die once (or at the same time if two dice available).
- b. The higher number is the "winner". The "winner" picks which state they would like to add to their collection of electoral votes and color it in.
- c. Each student should add their number of votes on their Recording Sheet to keep a running total of their "electoral votes".
- d. The first player to 270 or more is the winner!



CURRICULUM CONNECTIONS:

- Social Studies - Electoral College
- Math- Addition

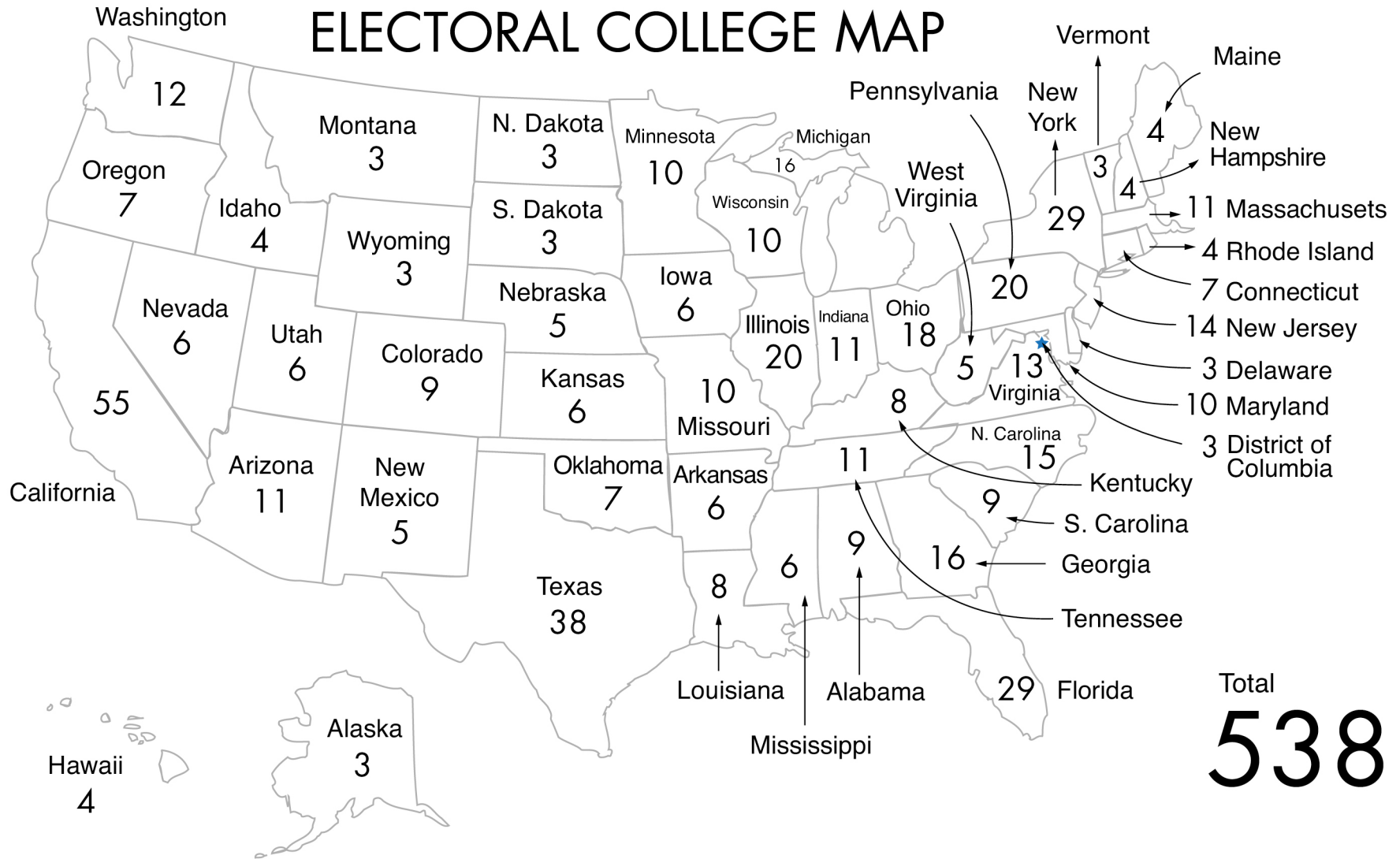
OBJECTIVES:

Students will demonstrate their understanding of the Electoral College and practice their addition skills.

MATERIALS:

- a partner
- two dice
- two different colored crayons
- a copy of the Electoral Map gameboard
- Recording sheet (two pages)

ELECTORAL COLLEGE MAP



Total
538

DIRECTIONS: Each partner rolls the die once. The partner with the higher number gets to "win" a state and claim that state's number of electoral votes as their own. Mark the state of the "winner's" choosing by coloring it in with a crayon. Keep a running total of your "electoral votes" by writing them on you Recording Sheet. The first player that gets to 270 electoral votes or more is the winner!

ACTIVITY #6

COUNTING THE VOTE

"COUNTING THE VOTE" RECORDING SHEET

Who will be the first to 270?

PLAYER 1

PLAYER 2

ACTIVITY #7

YOU GIVE THE REVIEW!

IN THIS ACTIVITY, THE STUDENT WILL CRITIQUE A LIVE PERFORMANCE.

1. If I was writing a newspaper article about his show, the headline would be:
2. A question I have about this show is:
3. While watching the show, the strongest feeling I had was:
4. The part of the show that grabbed my attention the most was:
5. One thing I saw onstage that I have never seen before was:
6. This show made me think about:
7. Before seeing the show, I didn't know that:
8. After seeing the show, my friends and I talked about:
9. If I was the director, one change I would make to the performance would be:
10. Overall, the show made me feel:

CURRICULUM CONNECTIONS

- Writing

OBJECTIVES

In this activity, the student will critique a live performance.

MATERIALS

- Review Sheet

..... **ACTIVITY #7**

YOU GIVE THE REVIEW!

If I was writing a newspaper article about his show, the headline would be:

A question I have about this show is:

While watching the show, the strongest feeling I had was:

The part of the show that grabbed my attention the most was:

One thing I saw onstage that I have never seen before was:

This show made me think about:

Before seeing the show, I didn't know that:

After seeing the show, my friends and I talked about:

If I was the director, one change I would make to the performance would be:

Overall, the show made me feel:
