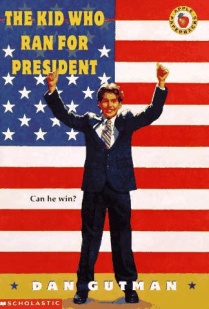
**DUE TUESDAY, OCTOBER 25TH**

**PART ONE: CROSSWORD PUZZLE: USE EITHER OF THE FOLLOWING TWO WEBSITES TO DESIGN YOUR OWN ELECTION CROSSWORD PUZZLE FROM THE ELECTION VOCABULARY LIST AND OR VOCABULARY WORDS FROM THE KID WHO RAN FOR PRESIDENT. YOU MUST USE AT LEAST FIFTEEN VOCABULARY WORDS.**

<http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>

<http://www.armoredpenguin.com/crossword/>

**PART TWO: CHOOSE *FOUR* OF THE FOLLOWING WRITING ACTIVITIES. YOU MUST DO NUMBER 13. SO CHOOSE AT LEAST THREE ADDITIONAL ACTIVITIES. BUT MAKE SURE WHICHEVER YOU SELECT ARE AS THOROUGH-COMPLETE AS POSSIBLE:**

1. Compare and contrast Judson and Lane. How could this friendship develop into a strong partnership? What were their special intelligences that contributed to
2. their success?
3. How realistic is this story? Are there parts that could not really happen? Explain.
4. Think about Judson's techniques in campaigning. Did he ever really take the campaign seriously? Explain.
5. WE often hear bout the media coming under attack from people in office. How did the media help Judson Moon? What effect did they have on the people of the

United States? Which of their strategies was most influential?

1. How important was the Bill of Rights to Judson's campaign?
2. Reread pages 88-90. What was Judson's father trying to tell him?
3. On page 96, we see that kids became defiant of their parents' authority in support of Judson Moon's attempt to pass a constitutional amendment. Do you think that kids become more or less rebellious when they are given more responsibility? Explain. If you don’t know what defiant and rebellious mean, find out!!!!
4. In what ways could Judson Moon be a good President? In what ways could
5. Judson Moon be a bad President? Be specific.
6. Consider the end of the story. Predict what you think Judson Moon and Lane Brainard will do next. What do you think the future holds for them?
7. Through the story, what message do you think the author, Dan Gutman, would like to send to kids? What message do you think he has for adults?
8. How important is it for you to trust and support the President? Should you be able to look to him to be highly intelligent and have high morals?

#### PART THREE: CHOOSE AT LEAST *ONE* OF THE FOLLOWING ACTIVITIES:

#### Suggest a Law:

According to the Constitution, Congress makes the country's laws. However, most Presidents often suggest laws to Congress. Think of a topic for a law that you would suggest. It might have to do with pollution, animal welfare, education, health, poverty or another issue.

#### Work on the Budget:

Practice creating a budget by making a pie graph. The pie graph will be divided four sections: national defense, social security, environmental protection and education. Decide which of the four should receive the highest percentage or slice of the pie. Divide your pie graph according to the priority you assign to each item, and explain your reasoning.

#### Suggest a New Idea for the Future:

One of the president's jobs is to help create a vision for the country's future like a big wish. History books often remember presidents by their contributions to society. Kennedy's was space travel, Johnson's was the "Great Society" without poverty, etc. What is your one "big wish" for the country in 50 years? It might be to explore the ocean depths, establish communication with other planets, travel in time machines, or build robots to help people. Write a paragraph and describe your big idea.

#### Handle Crisis:

If a crisis develops, the president has to help solve it. A president must be a problem solver and a quick thinker. Imagine a crisis (it can be a war, a stock market crash, a natural disaster such as an earthquake or a computer virus that crashes all computers). Write a speech that the president would make explaining the crisis to the American people and motivating them to continue cooperating in a spirit of togetherness.

* **DEBATE COMIC STRIP:** Create a series of at least six comic frames showing Judson's debate with the other two candidates. Create a caption for each frame showing the question. Use a picture with a speech bubble to show Judson's

answer and the other candidates' reactions. THESE MUST BE NEATLY ILLUSTRATED. USE A RULER, MARKERS AND OTHER TOOLS OR DESIGN ELECTRONICALLY. OR: You may choose another scene from “the Kid” to illustrate as a comic strip but make sure it shows important moments from the story. It must be at least six panels.

**PART FOUR:** Write a persuasive two paragraph short essay where you discuss if would like to be president for the day. Why or why not? What is the best part of the president's day? The worst?

**PART FIVE:** Include a printed version of your president of the day article from either of the following websites:

<http://pbskids.org/democracy/be-president/>

<http://pbskids.org/democracy/be-president/>

**PART SIX: Include a one paragraph reflection on which you look back on what you learned from the election unit, electing a president, keeping a scrapbook and reading the Kid Who Ran for President. Be sure to address specific items like what surprised you, what you found most interesting and most important. Be specific. Explain why this was (or was not) a meaningful experience for you.**