

Amelia and Eleanor Literature Guide

• Keep 'em Reading •

by | Nancy Polette

Additional Activities

Pre-Reading Vocabulary Activity

Objective: The student will demonstrate an understanding of vocabulary and use of dictionary skills by using words within a given context.

1. Photocopy the worksheet on page 3.
2. Have the students choose partners, then cut the words apart.
3. The student pairs should try to group the words in as many ways as possible. They should have a reason for each grouping.
4. Have the students use at least ten words as an excuse the president's wife might give as to why she had to leave her dinner party.

Pre-Reading Journal

Objective: The student will use the written conventions of language correctly in writing from his or her experience.

1. Photocopy the worksheet on page 4.
2. Have each student choose one of the open-ended sentence starters.
3. Have the students complete the sentence starter and continue to write about the topic for five minutes. They should be prepared to share what they have written in a small group.

Choices

Objective: The student will support a main idea with details.

1. Photocopy the worksheet on page 5.
2. Have the students choose which of the six items they would rather be.
3. Have the students choose a partner and discuss two of their answers, giving reasons.
4. Each student should write a paragraph explaining one of his or her answers.

Thinking About Amelia and Eleanor

Objective: The student will examine character traits and apply the information to his or her own life.

1. Read *Amelia and Eleanor Go for a Ride*.
2. Photocopy the worksheet on page 6.
3. Have the students finish at least three of the open-ended sentences.
4. Have the students form groups of four or five, then compare their endings with others in the group.
5. Discuss the sentence endings as a class. Were any of them alike? Which were different?

Analyzing Character

Objective: The student will show understanding of character traits by determining the action of a character in a new situation.

1. Photocopy the worksheet on page 7.
2. Have each student write a paragraph telling which item they think Eleanor Roosevelt would most likely do. They should defend their choice with evidence from the story.
3. Have each student write a paragraph telling which item they think Amelia Earhart would most likely do. They should defend their choice with evidence from the story.

Keep 'em Reading

Dinner at the White House

Objective: The student will produce a report with an organizing structure appropriate to a specific purpose.

1. Photocopy the worksheet on page 8.
2. Discuss state dinners with the students.
3. Have the students pretend that they are going to have Mrs. Roosevelt to dinner at their house. They should plan to serve only those foods raised or grown in your state.
4. Have the students research the foods grown in your state and plan a menu for Mrs. Roosevelt.

Courage

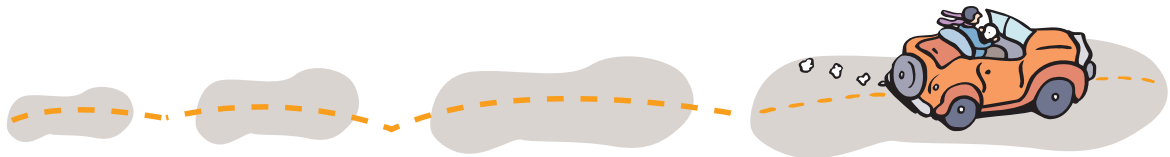
Objective: The student will demonstrate understanding of theme.

1. Photocopy the worksheet on page 9.
2. Have the students answer the questions about courage.
3. Discuss the questions as a class.

The Let's Go Report

Objective: The student will produce a report that will create an organizing structure appropriate to a specific purpose and include appropriate facts and details.

1. Photocopy the worksheet on page 10.
2. Have the students choose one of the buildings or monuments listed at the top of the worksheet. The students should read about their choice in an encyclopedia and describe it following the pattern on the worksheet.



Pre-Reading Vocabulary Activity

Work with a partner and cut the word cards apart. Group the words in as many ways as you can. Give a reason for each grouping, then use at least ten words in an excuse the president's wife might give as to why she had to leave her dinner party. Use other words as needed in the excuse.

feather	determined	outspoken
daring	consider	natural
Eleanor	Roosevelt	Amelia
famous	aviator	celebrated
pilot	solo	independent
gloves	different	understand
airplane	cockpit	dangerous
practical	license	Washington
Earhart	adventure	exciting

Pre-Reading Journal

Before reading *Amelia and Eleanor Go for A Ride*, choose one of the open-ended sentence starters that follow. Complete the sentence starter and continue to write about the topic for five minutes. Be prepared to share what you have written with a small group.

1. Having dinner at the White House ...
2. One problem with being the wife of the president is ...
3. Flying above the earth in a plane at night ...
4. Crab chowder would not be ...
5. When two people are “birds of a feather” ...
6. Setting a dinner table that looks elegant ...
7. The job of a reporter is ...
8. Something to see in the Capital City is ...
9. One job of the secret service is ...
10. Having to be dressed up all the time would be ...
11. To defy convention means to ...
12. Angel food cake is good, but ...
13. A breeze blowing against your face can be ...
14. Being followed by a camera wherever you go ...
15. Flying alone across the ocean would be a great adventure if ...

Choices

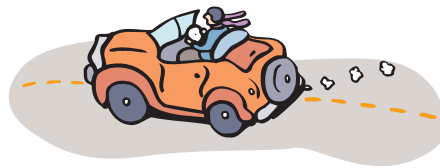
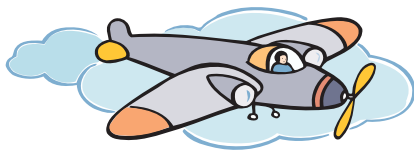
Which would you rather be?

1. An aviator or a race car driver?
2. A cloud or a star?
3. Clam chowder or angel food cake?
4. An explorer or a pioneer?
5. A pilot or a passenger?
6. All dressed up or in your pajamas?

Choose a partner and discuss two of your answers; be sure to give reasons for your choices. After speaking with your partner, write a paragraph explaining one of your answers.

I choose to be _____ rather than _____

because _____



Name: _____ Grade: _____ Date: _____

Thinking About Amelia and Eleanor

After reading *Amelia and Eleanor Go for a Ride*, finish at least three of the following sentences. Compare your endings with others in your group. Were any of the sentence endings alike? Which were different?

Eleanor and Amelia made me wish that _____

Eleanor and Amelia made me decide that _____

Eleanor and Amelia made me wonder about _____

Eleanor and Amelia made me feel that _____

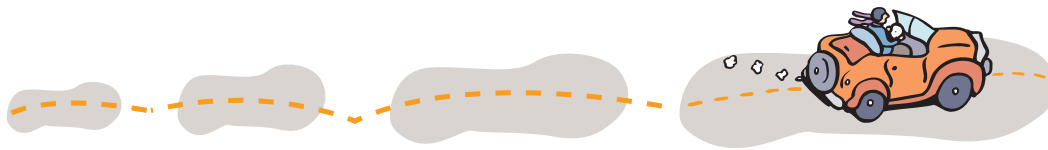
Eleanor and Amelia made me believe that _____

Eleanor and Amelia made me hope that _____

Analyzing Character

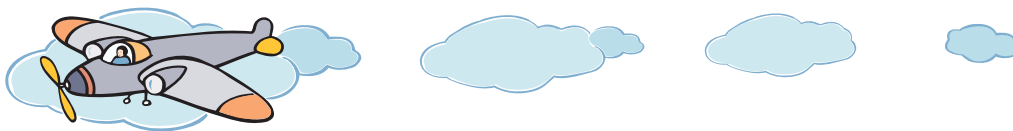
Write a paragraph telling which of the following Eleanor Roosevelt would most likely do. Defend your choice with evidence from the story.

1. Jump into a raging river to save a drowning five-year-old child.
2. Paint her face orange every day for two weeks to raise money for charity.
3. Dash into a building engulfed by flame to save valuable material goods (money, clothes).
4. Defend an unpopular student from the unfair verbal attacks of the most popular kids in school.
5. Admit that she was wrong about something that she had always pretended to know.



Write a paragraph telling which of the following Amelia Earhart would most likely do. Defend your choice with evidence from the story.

1. Try to take a gun away from a mean, angry, desperate terrorist.
2. Travel alone on a motorcycle from New York to California.
3. Speak up loudly for an unpopular cause in which she believed.
4. Return a wallet containing \$1,000.00 to its owner (with all of the money in it) when all others urged her not to.
5. Step in to stop a fight between someone she did not know very well who was getting beat up by a bully.



Dinner at the White House

Eleanor Roosevelt had small dinner parties for friends in the Red Room of the White House. At other times she was the hostess at large State Dinners, which were held to honor leaders from other countries. As many as 130 people were invited to the State Dinners held in the State Dining Room. Planning for a State Dinner began months ahead. Mrs. Roosevelt decided on the menu with the White House chef. She chose the centerpieces and other flowers with the White House florist. She chose the tablecloths and dishes that were to be used on the thirteen tables. She and the president decided on the entertainment for the evening.

For her small dinner with friends, Mrs. Roosevelt and the chef decided on a menu that featured Washington Crab Chowder, Roast Duck and Pink Clouds on Angel Cake.

Pretend that you were going to have Mrs. Roosevelt to dinner at your house. You only want to serve foods that are raised or grown in your state. And you will only use ingredients native to your state. For example, you could not serve chocolate cake unless cocoa beans are grown in your state. You could not serve banana bread unless bananas are grown in your state. Research foods that are grown in your state. Plan the menu you would serve.

<i>Menu</i>	
Appetizer	_____
Salad	_____
Soup	_____
Meat	_____
Vegetable	_____
Vegetable	_____
Dessert	_____
Beverage	_____

Name: _____ Grade: _____ Date: _____

Courage

History tells us that both Eleanor Roosevelt and Amelia Earhart were women of great courage. Answer the questions below about courage.

What are some examples of courage that you can think of? _____

What are some examples that seem to show a lack of courage? _____

When you are courageous, you can or will do what? _____

Is fear the opposite of courage or is it a part of courage? _____

Do you know anyone who is truly courageous? Who? _____

Is there a difference between being courageous and being fool-hardy? Give an example of each.

Give an example of each of these.

- physical courage _____
- mental courage _____
- ethical courage _____

Can you now give a definition for courage? _____

The Let's Go Report

As Amelia and Eleanor flew over Washington, D.C., they looked down on many famous buildings and monuments including: the Smithsonian Institution, the Lincoln Memorial, the Thomas Jefferson Memorial, the White House, the Capitol Building and the Washington Monument.

Choose a building or monument to research in the encyclopedia and describe it using the pattern that follows.

Let's Go! A Riddle Poem

Use this beginning Let's go to Capital places and see the City's changing faces.
We will see:

Describe four sights A hollow obelisk rising into the sky.
Five hundred and fifty plus feet of white marble
Topped with shining aluminum.
A long line of people waiting for the elevator
To take them to the top.

Write this line But that's not all!

List four more sights Hardy hikers climbing the 898 steps to the summit,
Clinging to the iron rails for support,
Reading inscriptions on the stone blocks
Given by the states and other governments
And dedicated to the memory of the first president.

Ask a question Where am I?
(*The Washington Monument*)

