



Grades 3–5

Theme: Dealing With Change

LINK TO COMMON CORE READING STANDARD FOR INFORMATIONAL TEXT 7 (Grades 3–5):

Interpret illustrations and information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, or time lines), and explain how the illustrations and information, along with the words in a text, contribute to an understanding of the text.

OBJECTIVE:

Students will explain how illustrations provide a fuller picture of a biography subject.

MATERIALS NEEDED:

- *What To Do About Alice?*
- Paper
- Pencils or pens
- Crayons and markers

VITAL VOCABULARY:

- Cautious
- Unruly
- Ambassador

WHAT TO DO ABOUT ALICE?

By Barbara Kerley

Before Reading



5 min

1. **Have students look at the front and back covers of the book, and read the title aloud. Say:** Use the title and the picture on the cover to tell what kind of girl Alice is. (*She looks fun and adventurous.*)
Note: This book does not contain page numbers. You may want to number the pages yourself (starting with #1 on the title page) to make it easier to follow the instructions below.
2. **Have students look at the title page. Point out that the text on the back cover is also the subtitle of the book. Ask:**
 - What new information does the subtitle give you? (*It explains in more detail what the biography will be about—the life of Alice Roosevelt.*)
 - Which rules do you predict Alice will break and how will she charm the world? (*Possible answer: She might break rules about how a president's daughter should behave.*)

During Reading



25 min

After reading the pages in each section, direct students to use the text and pictures to support their answers to your questions.

1. **Read pages 3–5. Then ask:**
 - Describe some of Theodore Roosevelt's accomplishments. (*led the Rough Riders; captured a grizzly bear and outlaws; worked as a state governor and United States vice president*)
 - What does "eating up the world" mean? (*The text says Alice was "hungry to go places." It could mean she wanted to have all kinds of experiences.*)
2. **Point out the words in quotes and large type on pages 5–7. Ask:**
 - Why are these words in different type? What does using larger and decorative type tell you about these words? (*Possible answer: Some of the words are words that Alice and her father said. Some are important ideas that the author wants readers to notice.*)
3. **Read pages 6–21. Say:**
 - Use the text and pictures to describe Alice's early years, her character, and actions. (*Possible answers: She is happy and full of energy. She doesn't want people feeling sorry for her. She travels with her father and has adventures. She likes reading and trying new things.*)

During Reading (continued)

- Compare Alice to the girls at Miss Spence's boarding school. (*The girls are dressed neatly in uniform jumpers and walk in straight lines. Alice dreams of doing what she wants to do, like hanging upside-down, wearing pants, and owning a monkey.*)
 - Why did Alice have to wear braces? (*Her legs weren't growing properly.*) What does Alice's behavior on these pages tell you about her character? (*She does not want to be pitied or laughed at her, and she is tough enough to make anyone stop if they do laugh.*)
 - Use the picture on pages 14–15 to tell how Alice feels when she gets the leg braces off. (*She is so excited that she throws them away and rides her bike dangerously down a hill.*)
 - Why does Alice's father plan to send her to Miss Spence's boarding school? (*He wants her to learn how to be a proper lady.*)
 - How does Alice solve the problem of boarding school? (*She convinces her father to let her educate herself using books from his library.*)
- 4. Read pages 22–29. Say:**
- Look at pages 22–23. What change came to the family in 1901? (*Theodore Roosevelt became the president, and the family moved into the White House.*) What does the picture show about how Alice watched her brothers and sisters? (*It shows that her way of watching them was to have fun.*)
 - Look at pages 24–25. How does Alice change as she grows older? (*She still does things in her own way. However, she is helpful and does a good job acting as a goodwill ambassador.*)
 - Why does the author write "Oh, Alice," on page 27? (*The text on page 25 says that Alice's father told her to beware of publicity and not talk to reporters. The picture on pages 26–27 shows newspaper headlines written about the wild things that Alice does.*)
 - Use the text and pictures on pages 28–29 to summarize how the people in the United States felt about Alice. (*Many people loved her, called her "Princess Alice," and wrote songs about her and named clothing, decorations, babies, and a shade of blue after her. Some conservative women's groups, however, found her behavior outrageous.*)
- 5. Read pages 30–41. Say:**
- Look at page 30. How does Theodore Roosevelt feel about Alice's behavior at his inauguration? (*He thinks she should sit down and stop waving.*)
 - Point to and identify the things Alice does during her trip to Asia that tell you about the way she lives life. (*She is still eating up the world and interested in trying new things in new places.*)
 - How does Alice's relationship with her father change after she gets married? (*Possible answers: She learns a lot about politics as the wife of a congressman, and becomes knowledgeable about it. Soon she becomes a trusted advisor to her father.*)
 - Use the picture on pages 40–41 to describe Alice and her father. (*He is shown as one of the faces on Mount Rushmore, but his eyes are on Alice. She is wearing pants, as she dreamed of doing, and walking away from him across the world with an enormous spoon for eating the world up.*)
- 6. Read the Author's Note on pages 42–43 to expand students' understanding and appreciation for Alice.**
- This is a biography, or the story of the life of a real person. Why do you think the author included the letter from Theodore Roosevelt and explained where the quotes she uses come from? (*to give examples that show that the events described in this book really happened*)

After Reading



25 min

CONNECT TO SOCIAL STUDIES: Draw a Portrait

Distribute art materials. Have students draw a picture illustrating something Alice did to help her father and her country. Have them write a sentence beneath their portrait explaining what the action was and why it was important.

wrap up



5 min

Discuss the subject of this biography. **Ask:**

- How was Alice different from other girls of her time? (*Possible answer: She was willing to try new things and act like a boy to have fun.*)
- How did this book help you learn about the kind of person Alice was? (*Possible answer: The pictures and the descriptions of events in her life made it easy to understand why she acted as she did.*)