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When Audrey Met Alice

First Daughters Just Wanna Have Fun

Educator's Guide

A Common Core State Standards-aligned Comprehension
and Activity Guide for Grades 4-7

Prepared by Elizabeth Behrens, M.Ed., N.B.C.T.



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By Rebecca Behrens

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About the Book

Living in the White House is like being permanently grounded. Except with better security. First Daughter Audrey Rhodes can't wait for the party she has planned. The decorations are all set and the pizza is on its way. But the Secret Service must be out to ruin her life, because they cancel at the last minute for a "security breach," squashing Audrey's chances for making any new friends. What good is having your own bowling alley if you don't have anyone to play with?

Audrey is ready to give up and spend the next four years totally friendless—until she discovers Alice Roosevelt's hidden diary. Afterward, the White House will never be the same. Audrey stops being the perfect First Daughter and starts asking herself...What Would Alice Do? The former First Daughter's outrageous antics give Audrey a ton of ideas for having fun...and get her into more trouble than she can handle, before teaching her valuable lessons about her relationships and herself.

About the Author

Rebecca Behrens grew up in Wisconsin, studied in Chicago, and now lives with her husband in New York City, where she works as a production editor for children's books. She loves writing and reading about girls full of moxie and places full of history. *When Audrey Met Alice* is her first book. Visit her online at www.rebeccabehrens.com.



Scan this code or visit www.books.sourcebooks.com/when-audrey-met-alice/ for fascinating facts about Alice Roosevelt, America's first celebrity First Daughter, and to view an annotated version of the journal entries!

Pre-Reading Questions and In-Text Scavenger Hunt Activity

Introducing *When Audrey Met Alice* and Alice Roosevelt

When students first receive copies of *When Audrey Met Alice*, ask them to follow the steps below to explore the text:

- Step one: Look at the front and back cover of the book. Based on the meanings of words and images on the covers, what do you think this book will be about?
- Step two: One of the title characters in this text was a real historical figure; the other is purely a fictional character. Look through *When Audrey Met Alice* for a photograph that will help you discover whether Audrey or Alice was a real historical figure. According to the words near the photograph that you find, when was that historical figure alive? Cite some of those words as textual evidence.
- Step three: The title *When Audrey Met Alice* tells readers that in this text, Audrey and Alice will meet. Since they live at different times, how do you predict that they will meet? Brainstorm at least two predictions about how Audrey met Alice.

RL 4.1, 5.1, 6.1, 7.1; RL 4.4, 5.4, 6.4, 7.4

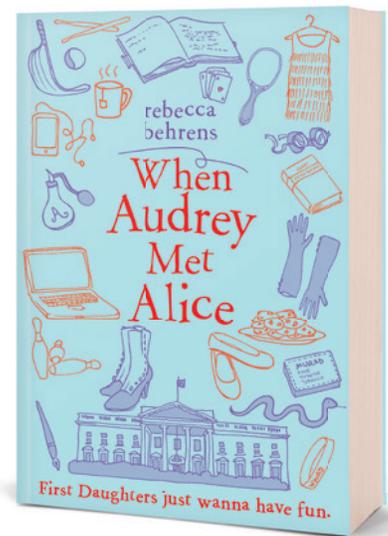
Teaching Strategies: Comprehension Questions and Activities

Comprehension Questions

Here are some ways in which the comprehension questions below could be integrated into a lesson:

- As an individual student “do now” or “bell-ringer” activity
- As an informal one-on-one discussion in pairs
- As a formal small-group discussion, wherein students are assigned roles and/or questions
- As an informal class discussion
- As a formal written assignment; individual students could be assigned different questions to answer and share with the whole group
- As part of a written quiz
- As a written homework assignment

RL 4.1, 5.1, 6.1, 7.1; RL 4.3, 5.3, 6.3
W 4.9a
SL 4.1, 5.1, 6.1, 7.1



Chapters 1-3 (pp. 1-41)

1. Who is telling the story in *When Audrey Met Alice*? How do we know? How will her point of view influence the way the story is told?
2. What is Audrey's backstory in Chapter 1? What do we learn about her personality? What do we know about her past, before she lived in the White House? How has living in the White House changed Audrey's life?
3. What problems does Audrey face in Chapter 1?
4. What do you predict will happen to Audrey next?
5. How does Audrey describe her life at her school, the Friends Academy? What are some details about her typical day at school?
6. What does Audrey's one "actual friend" Quint tell her about the nickname Fido?
7. Who is Kim, and what is her relationship with Audrey like?
8. How does Audrey describe living in the White House? What does she like and not like about living in it?
9. What is Audrey's relationship with her dad like?
10. What was Audrey's party at 1600 Pennsylvania Avenue like a week after she started school? What does Audrey mean when she says, "Everyone wanted to be around me when I first started at Friends"?
11. What things does Audrey find in the Family Residence Dining Room?
12. What did Alice's first diary entry mean when it said that the "Executive Mansion" was a jail?
13. How does Audrey feel about reading Alice's words?

Chapters 4-7 (pp. 43-110)

1. What allusion does Audrey make to "Rapunzel"? How does Audrey relate to Rapunzel's experience?
2. What are two examples of ways that Alice got into trouble at the White House?
3. In what ways does Audrey feel a connection to Alice after reading her next few diary entries?
4. What does Audrey say about being shipped off like Alice? How do you think Audrey feels about being shipped off?
5. How does Audrey feel about being an only child?
6. What does Audrey learn when she researches Teddy Roosevelt online?
7. Why does Audrey choose not to research Alice?
8. How did Alice's diary entries describe the traditions of entering society, and her mixed feelings about her debut?
9. What does Audrey say about what State Dinners are like for First Kids?
10. What was "Bikinigate"? How did Audrey's clothing options change afterward?
11. What is Audrey's relationship with her mom like? How does Audrey feel about it?
12. What did Alice's diary say about the way her father thought young ladies should behave? What did Alice do that got approval from her parents?

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13. What is the purpose of the surprise assembly at Friends Academy?
14. For what reasons does Audrey want to go to New York?
15. How does Audrey's mom react to her desire to go on the class trip?
16. What disappointing situation did Alice's diary describe that was similar to the way Audrey felt?
17. Where did Alice end up going afterward, and how did she feel about it?

Chapters 8-11 (pp. 111-164)

1. Who is Debra? What does she say to Audrey about Quint and about the class trip?
2. To what event do Audrey and her father go? What are Audrey's hopes for the event before it happens?
3. How do people treat Audrey at that event?
4. According to Alice's diary, in what ways did she "fulfill her role" as the First Daughter?
5. According to Alice's diary, in what ways did she continue to do what "ladies aren't supposed to"?
6. What does Audrey mean when she says, "I had my Maggie Cassini back"?
7. What is Audrey's relationship with Kim like? How is it different from her relationships back at 1600?
8. In her diary, Alice wrote, "Bye tells me that I push boundaries because otherwise I fear nobody will notice me...I always have to fight for my father's attention, if not his love." What was one example from the diary that showed how Alice pushed boundaries?
9. How do you think Audrey feels when she reads this quote from Alice, and why?
10. What does Audrey find out about Debra after she is back at the White House after winter break? Why does Audrey feel a pang for Debra?
11. What does "WWAD" mean to Audrey?
12. What is Audrey's goal when she gives Denise Colbert her "very best elbow-in-the-soup treatment"?
13. In her diary, Alice wrote, "If I stopped being glamorous and worthy of breathless newspaper stories, I worry I'd revert to plain, lonely, poor Alice." How do you think Audrey can connect to this quote?
14. After running into Quint and telling him that she is going, what does Audrey decide to do about "Operation Class Trip"?
15. What was the "Red Devil"?
16. Why does Audrey take the golf cart out for a spin?

Chapters 12-14 (pp. 165-196)

1. What does Denise tell Audrey about her comportment during their "chat"?
2. How is Audrey able to hide her accident from her parents after they return?
3. Why did Audrey's mom take her to the Kennedy Center?
4. According to Alice's diary, what about her comportment was considered "scandalous" and "unladylike"?
5. Why does it matter so much to Audrey that she wasn't allowed to go to Science Olympiad?

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6. Which people would Audrey like to go to for advice afterward, and why couldn't she go to them "when things got tough"?
7. According to Alice's diary, how did she feel about Arthur?
8. What details are similar about Alice and Arthur, and Audrey and Quint?
9. Audrey says, "Living vicariously through Alice didn't feel like nearly enough." What do you think Audrey means?
10. Thinking about Alice, Audrey says, "I wanted a taste of her type of freedom." What does she consider doing afterward?
11. What does Audrey decide to do with the cigarettes on top of the Promenade, and why?
12. How does Audrey's night on top of the Promenade end?

Chapters 15-17 (pp. 197-231)

1. What does the story in the gossip section of the newspaper say about Audrey?
2. What other questions does Audrey's dad raise about her?
3. What criticisms does Audrey make of her parents during her fight with them?
4. Do Audrey's parents seem to accept or acknowledge Audrey's point of view during their fight? Why or why not?
5. How does Audrey feel after the fight with her parents? What is complicated about her feelings?
6. How does the Press Secretary respond to Audrey's being in the news, at the next Sunday press briefing?
7. What happens when Audrey and her mom sit down to talk for a minute? How does Audrey feel after the end of the conversation?
8. What plan does Audrey make to get Quint to visit the White House, and why?
9. How does Audrey feel during Health and Wellness, and why?
10. What does Audrey learn about Quint's relationship with Madeline?
11. What advice does Audrey take from her WWAD bracelet, in regard to Quint?
12. What does Audrey mean when she says, "Finally, I felt like I was eating up the world"?

Chapters 18-20 (pp. 233-269)

1. What happens after Audrey's mom makes a surprise visit to her bedroom? How does Quint react to what happens next? What are the consequences of Audrey's sneaky actions?
2. How does Audrey feel about Harrison's arrival to monitor her?
3. What does Audrey realize, as a result of her conversation with Harrison?
4. According to Alice's diary, how did she also get in big trouble again with her parents? What "mess" had she "made of things lately"? What is similar between Alice and Audrey's experiences?
5. According to Alice's diary, what advice did Bye give her, and what epiphany did it cause? How did Alice change her actions afterward, and how did others react?
6. How does Audrey feel after she finishes reading Alice's diary?

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7. What amazing idea does Audrey have, related to Alice's diary and her heart-to-heart with Harrison? What is "step one"?
8. What advice does Debra's email give Audrey, and what is step two of Audrey's plan? How are the advice and plan connected?
9. Why does Audrey give Denise the elbow-in-the-soup treatment again, and what is the result?
10. What is the main idea of Audrey's editorial, and how does it make connections with Alice Roosevelt?
11. How does Denise react to Audrey's editorial? What exactly does Denise do and say?
12. How are Denise and Audrey's points of view of the events that took place in Chapter 20 similar and different?

Chapters 21-22 (pp. 271-284)

1. How does Audrey feel, and what does she do, in the hours after Denise speaks with her?
2. What does Audrey share with her mom about Alice Roosevelt, and about her own actions over the past months?
3. What does Audrey's mom mean when she says, "Alice had the benefit of being a First Daughter in the days before celebrity"?
4. How does Audrey's mom's understanding of Audrey change as a result of their conversation?
5. A famous quote from Alice Roosevelt was "If you can't say something good about someone, sit right here by me." What do you think Alice meant by this quote when she embroidered it on a pillow? What do you think the quote meant to Audrey and her mother in Chapter 21?
6. In history class the next day, Audrey's teacher makes a connection between her editorial, the Constitution, and civil rights, and then asks Audrey to share a little about why she wrote that piece. Looking back at Audrey's editorial in Chapter 20, what connections might Audrey have shared with the class?
7. How are Audrey's experiences with other students at school the next day different as a result of her editorial?
8. How does Quint react to Audrey afterward?
9. Toward the end of Chapter 22, Audrey says, "I am eating up the world!" What details about how Audrey changed throughout the book support her statement?

Epilogue (pp. 285-287)

1. What is Audrey's next great idea? In what format is the Epilogue of the book?
2. What does Audrey say is awesome about living at 1600? Why does Audrey say she had a hard time during her first year living at the White House?
3. What does Audrey say about when she "met" Alice Roosevelt?
4. How does Audrey hope to help a future Fido?
5. Based on your reading of *When Audrey Met Alice*, how would you describe the book's theme?

RL 4.1, 5.1, 6.1, 7.1; RL 4.3, 5.3, 6.3
 W 4.9a
 SL 4.1, 5.1, 6.1, 7.1

Other Activities

Vocabulary Word Wall and Theme Predictions

- A vocabulary word wall displays and reinforces important ideas through words and pictures while also familiarizing students with new vocabulary. Word walls improve comprehension of both key words and important ideas. In addition, they can be used to help students to make predictions about theme. Large sheets of paper, whiteboard space, or bulletin boards work well as word walls. Word walls can either be made by teachers before students read a text, or by students as they read the text and identify important ideas and key words. Vocabulary word walls allow students to practice their reading literature skills.
- Recommended ideas and key words for a word wall from *When Audrey Met Alice* include: “Fido,” “Eat Up The World,” “To Thine Own Self Be True,” “What Would Alice Do?,” “Toughs,” “Inauguration of Fun,” the importance of family, isolation and loneliness, living life to the fullest, crushes and true love, being seen as yourself, protocol, privacy, unladylike, debutante, acceptable, mature, attention, paparazzi, yearning, kindred spirit, public image, comportment, infatuation, apoplectic, controversy, scandalous, chastises, vicariously, petulance, enlightening, melancholy, olive branch, détente, validated, impatient, credibility, publicity, alienated, etiquette, epiphany, compatible, conspicuous, renegade, formidable, ornamental, platform, shenanigans, misinterpreted, celebrity, and commiserate.
- Teachers who use some of the above recommended ideas and key words on a classroom word wall before reading the text may ask students to write down a prediction in their notebooks about what *When Audrey Met Alice's* theme will be, based on the word wall. After students finish reading the book, teachers may ask students to turn back to their notebooks and evaluate how accurate their theme predictions were—as well as to write a final statement about the theme of *When Audrey Met Alice*.

RL 4.2, 5.2, 6.2, 7.2; RL 4.4, 5.4, 6.4, 7.4

Found Poems and Theme(s)

One creative way to reinforce the meaning of key vocabulary words and ideas and to explore a literary work's theme(s) is by having students write Found Poems. Found Poems can be made when students engage in collaborative discussions in which they identify, choose, and organize ideas, words, and phrases from a text, and then write them into a poem that reviews the text's ideas and synthesizes learning. This synthesis results in students finding a theme. Found Poems allow students to practice their reading literature, writing, and speaking and listening skills.

- Step one: Each individual student chooses and writes down at least ten words, phrases, and quotations from *When Audrey Met Alice*. Students should cite this textual evidence with page numbers from the text, although citations will not appear in Found Poems.

- Step two: Students begin organizing those ten words, phrases, and quotations into an outline of a Found Poem. For this and each subsequent step, students could work individually, or could engage in a collaborative discussion with a partner or a small group to “share” or “trade” words, phrases, and quotations and then to organize them. Ideally, Found Poems will be tied to key words and important ideas in the text.
- Step three: Students return to the text and collect additional words to fill in gaps in the outlined poem that they just wrote. Remember, in Found Poems, students can only use words that come from the text!
- Step four: Students resume and finish writing their Found Poems about *When Audrey Met Alice*.
- Step five: Students share their Found Poems with the class. Students may do so by volunteering to read their Found Poems to the whole class, or sharing them with another student. Another option for sharing is to ask all students to write their Found Poems on large posters, which can be hung up throughout the classroom. Afterward, students can walk around between Found Poems as if in a gallery.
- Step six: Through reflection and paraphrasing, students review the key words and important ideas expressed in the shared Found Poems. In doing so, students are able to identify a literary work's theme(s). Students may do so through oral discussion or written reflection.

RL 4.1, 5.1, 6.1, 7.1; RL 4.2, 5.2, 6.2, 7.2; RL 4.4, 5.4, 6.4, 7.4
SL 4.1, 5.1, 6.1, 7.1

Character Charts and Debate about Change over Time (Use chart on page 9)

This two-part activity consists of students completing the character chart below to identify main ideas and supporting details about the characters in *When Audrey Met Alice* to practice reading literature and writing skills, and afterward debating about which character changed the most over time. The debate allows students to practice speaking and listening skills.

- Step one: Using *When Audrey Met Alice*, students working independently, in small groups, or as a whole class should complete all or an assigned row of the chart below.
- Step two: Whole class review of the chart below.
- Step three: While reviewing their completed chart below, students should rank characters according to who changed the most over time based on the chart's details. (Teachers could either ask students to rank all nine characters, or simply to choose and rank the top three.)
- Step four: In small groups or as a whole class, students should debate the specific question: Which character changed the most over time in *When Audrey Met Alice*?

RL 4.1, 5.1, 6.1, 7.1; RL 4.3, 5.3, 6.3
W 4.9a; W 5.9a
SL 4.1, 5.1, 6.1, 7.1

(Comparing and Contrasting) Character Charts (Use chart on page 9)

Character charts are graphic organizers that help students to think deeply about the characters that they read about, as well as supporting details about them. When made twice—once toward the beginning and the end of reading a text—character charts can be used to compare and contrast a character and track changes in him or her over time. Character charts allow students to practice their reading-literature skills.

- **Step one:** Creating a character chart for Audrey toward the beginning of *When Audrey Met Alice*. Ask students to write Audrey's name at the center of a piece of paper. Then ask students to read or review Chapter 1 of *When Audrey Met Alice*, and to find and cite textual evidence/details about Audrey that help us understand her as a character toward the beginning of the book.
- **Step two:** Creating a character chart for Audrey at or toward the end of *When Audrey Met Alice*. Ask students to write Audrey's name at the center of a piece of paper. Then ask students to read or review Chapters 19-22 and/or the Epilogue of *When Audrey Met Alice*, and to find and cite textual evidence/details about Audrey that help us to understand her as a character at the end of the book.
- **Step three:** Comparing and contrasting character charts to see change in Audrey over time. Ask students to compare and contrast their two identity charts about Audrey, to find answers to the following questions: What details about Audrey were the same at the beginning and the end of the text? What details were different at the beginning and end of the text? How and why did Audrey change over time?
- **Step four:** (Optional variation: Creating a character chart for Alice Roosevelt) Ask students to write Alice's name at the center of another piece of paper. Then ask students to look back at *When Audrey Met Alice*, and find details about Alice that help us to understand her. Finally, ask students to compare and contrast the identity chart that they made for Audrey with that of Alice. Ask students to consider the following questions: What details were similar between Audrey and Alice? What details were different between them? In your opinion, did Alice's words change Audrey over time—and if so, how and why?

RL 4.1, 5.1, 6.1, 7.1; RL 4.3, 5.3, 6.3
W 4.9a; W 5.9a

***When Audrey Met Alice* Comprehension and Activity Guide**
Character Chart

Name: _____

Date: _____

Directions: Use the character chart below to identify main actions and supporting details about the characters in *When Audrey Met Alice*. Once you finish, look back at the main actions and details and think about which character(s) changed the most. Afterward, you will debate with other students about which character changed the most over time in *When Audrey Met Alice*.

Character's Name	Biographical Information	Major actions taken by the character (cite textual evidence with page numbers)	Important quotations said by this character (cite textual evidence with page numbers)
Audrey Lee Rhodes			
Alice Roosevelt			
Audrey's mom— Helen Rhodes, the president of the United States			
Audrey's dad— Jeffrey Rhodes, MD/PHD			
Uncle Harrison			
Debra Amesquita			
Denise Colbert			
Quint Roberts			
Madeline Horn			

Point of View in *When Audrey Met Alice*

When Audrey Met Alice was written from Audrey's and from Alice Roosevelt's first-person points of view.

- Step one: To establish student understanding of point of view, discuss the following questions as a class:
 1. What is point of view? From whose point(s) of view is *When Audrey Met Alice* written?
 2. What is narrative voice? Why do you think the author of *When Audrey Met Alice* chose to write the book in first-person narrative voice?
 3. Why do you think the author of *When Audrey Met Alice* chose to include a diary format?
 4. How did having Audrey and Alice as narrators in *When Audrey Met Alice* shape the story's content and style?
 5. What was different about Audrey and Alice as narrators in *When Audrey Met Alice*? What was similar about them as narrators?
- Step two: Encourage students to imagine and think aloud about how this book might be different if it were told from another point of view (such as Denise's, Debra's, or Agent Simpkins's point of view). As a class, select a part from one chapter of the book and brainstorm ideas about how it might look from a different character's point of view.
- Step three: Have each student select a pivotal part of a chapter and rewrite it as seen through the eyes of a different character. (For example, Audrey's point of view of her actions in Ch. 20 is very different from Denise's point of view of the same actions. Think about how Denise, Debra, Agent Simpkins, or Alice Roosevelt would see and describe the events differently from their own points of view.)
- Step four: Ask students to share their rewritten pivotal parts of a chapter with each other.

RL 4.6, 5.6, 6.6, 7.6

Turning-Point Discussion

An important literary concept is turning point. An important reading-literature skill is to analyze how literary elements interact to produce turning point. To help students to understand these concepts and practice reading-literature skills, engage them in a discussion about turning point in *When Audrey Met Alice*.

- Step one: Define turning point and identify the general area where turning point happens in *When Audrey Met Alice* to students. A turning point is needed in literature to advance the plot and bring it close to its resolution. Turning point refers to actions taken by a character that change the direction of her or his life, affect the lives of others, and/or change the course of history. The turning point of *When Audrey Met Alice* occurs in Chapter 19, from when Audrey first has the idea to write her editorial opinion piece to when she makes the decision to publish it.

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- **Step two:** To check students' ability to identify turning point, ask students to look back at *When Audrey Met Alice* and identify a sentence in Chapter 19 (pp. 253-261) that shows that Audrey is at her turning point. Ask two or three student volunteers to read the sentences that they identified. Write their possible turning-point sentences on the whiteboard or chalkboard. Discuss their possible turning-point sentences, and make a conclusion about what the best turning-point sentence is, as a whole class.
- **Step three:** Explain further to students how literary works build up to a turning point, using literary elements. Numerous literary elements are used to make Chapter 19 a turning point for Audrey; for example, other chapters build up to the turning point, and a specific series of events in Chapter 19 leads to Audrey's decision to act as she does. In the chapters that follow the turning point, Audrey's actions change the lives of other characters—and change her own life. A simplified way to have students think about this structure is that books are made up of parts before, at, and after turning points.
- **Step four:** To check for students' understanding of literary elements that help build up to the turning point of *When Audrey Met Alice*, ask students to return to the book—and to identify the parts before, at, and after its turning point. To do so, students may want to skim earlier and later chapters, and close-read Chapter 19. As they reread the text, ask students to look for and take notes about: how Chapters 1-18 build up before the turning point in Chapter 19; how the specific series of events in Chapter 19 show Audrey at her turning point; and how the effects after the turning point are found in Chapters 20-22 and the Epilogue.
- **Step five:** Discuss students' notes as a whole class. On the whiteboard or chalkboard, draw a three-column chart labeled “before the turning point,” “at the turning point,” and “after the turning point.” Ask student volunteers to share their notes, and record them on the chart for the whole class. Afterward, ask students to use the details on the whole class's chart to answer comprehension questions related to turning point. Specific questions could include:
 1. Overall, how did Audrey change over time in *When Audrey Met Alice*?
 2. How did Chapters 1-18 lead up to the turning point in Chapter 19?
 3. How did the series of events in Chapter 19 lead to Audrey's turning point?
 4. What happened in Chapters 20-22 and the Epilogue as a result of Audrey's turning point?
 5. How did Alice Roosevelt's diary entries affect Audrey's change over time and lead to her turning point?
- **Step six:** To further review turning point and allow for student reflection, ask students to think about their own lives and what turning points they have experienced so far. Ask students to draw a three-column chart labeled “before the turning point,” “at the turning point,” and “after the turning point” in their notebooks. Students should complete these charts about themselves.

RL 5.5; RL 6.3; RL 6.5; RL 7.3

Readers' Theater

Readers' theater is an activity in which small groups of students present a performance about key terms, ideas, themes, or conflicts in a text. In this activity, small groups of students present small chunks of textual evidence to their peers. Readers' Theater allows students to practice their reading literature, writing, and speaking and listening skills.

- **Step one: Planning Readers' Theater.** This activity works best when groups of students chose or are assigned passages from the text based on key terms, ideas, themes, or conflicts instead of just plot. Some passages from *When Audrey Met Alice* that students could focus on include the importance of family (pp. 17-18 and pp. 202-204); celebrity, publicity, and privacy (pp. 69-71 and pp. 80-84); isolation and loneliness (pp. 141-144 and pp. 185-187); "Eating Up the World"/ living life to the fullest (pp. 104-106 and pp.161-162).
- **Step two: Reviewing chosen or assigned passages.** Next, small groups of students must reread and review the passage that they chose or were assigned. Students should underline the words that stand out to them as they read. It may be helpful to have students read the passages twice—once individually and once together as a group to guarantee that all group members are very familiar with the passage.
- **Step three: Writing and planning Readers' Theater pieces.** After rereading and reviewing text passages, small groups should discuss the passage. Their focus should be on identifying the words and ideas that seem most important and that they want to share with the class. Once they have done so, they should begin preparing their Readers' Theater performance using the words and ideas that they identified. The goal of their performances is to use specific language from the text passage to represent its most important ideas.
- **Step four: Performing of Readers' Theater pieces.**
- **Step five: Reflecting about Readers' Theater.** After all small groups have performed Readers' Theater pieces, ask students to reflect about which key terms, ideas, themes, or conflicts came up and stood out to them in the small group performances. Ask students to consider whether those terms, ideas, themes, or conflicts the most important ones in *When Audrey Met Alice*. Why or why not?

RL 4.1, 5.1, 6.1, 7.1; RL 4.4, 5.4, 6.4, 7.4

SL 4.1, 5.1, 6.1, 7.1

Narrative Letter from Alice to Audrey

In this activity, students imagine that in 1903, at the end of her diary, Alice Roosevelt wrote a letter to a future Fido. Students should start this activity by rereading Audrey's letter to a future Fido in *When Audrey Met Alice's* Epilogue (pp. 285-287). Then, like Audrey did, students should write their own imagined narrative letter to a future Fido from Alice's perspective. Letter-writing allows students to practice their narrative writing skills. Specifically, students should practice narrative writing skills by following the steps on the next page.

- Step one: Introduce Alice Roosevelt as the letter's narrator.
- Step two: Establish the context of 1903 in the letter by using precise words, descriptive details, and sensory language to convey experiences and events.
- Step three: Include well-structured event sequences. (For example, Audrey's letter to a future Fido did so by writing in different verb tenses: "I had a hard time with the loneliness the first year I lived here... I had nobody to commiserate with until I met Alice Roosevelt"; "I'm keeping this journal for you. Paying it forward"; "Maybe someday you'll read this and my words will help you.")
- Step four: When they have finished their narrative letters, students should share them with each other.

W 4.3, 5.3, 6.3, 7.3

Writing an Editorial Opinion Piece

In Chapter 20 (pp. 263-269) of *When Audrey Met Alice*, Audrey writes an editorial about the civil rights and constitutional issue of marriage equality, and it is published online by the fictional website *Squawker*. A great similar activity is to ask students to write their own editorial opinion pieces about a civil rights or constitutional issue that they have strong opinions about. Editorial writing allows students to practice their research and writing skills.

- Step one: Students should conduct a short research project using print and digital sources to investigate and gain factual understanding of a civil rights or constitutional issue that interests them. Possible topics include: recent Supreme Court rulings, the Voting Rights Act, the Immigration Bill and DREAM Act, the ERA Equal Rights Amendment, the Universal Declaration of Human Rights, etc.
- Step two: Students should write their own editorial opinion pieces about the issues that they chose and researched that include elements of good writing. Elements should include a clear introduction, an organized structure, and a concluding statement. (Teachers may want to help scaffold weaker writers by providing a graphic organizer that asks students to come up with three reasons why they have a strong opinion about the issue that they chose, as well as a minimum of two supporting facts and details per reason.)
- Step three: Students should peer edit, revise, and share their editorial opinion pieces.

W 4.1, 5.1, 6.1, 7.1; W 4.7, 5.7, 6.7, 7.7

Researching Fact or Fiction

As the author's note states on p. 290, "the Alice you found in these pages is a fictional creation." To learn more about this, have students read the rest of the author's note (pp. 289-291). Afterward, ask students to go back into the text and find a topic in Alice's diary in which they were especially interested (Remind students that Alice's diary entries are italicized throughout *When Audrey Met Alice*). Some topic possibilities include Alice's first impressions of the White House (pp. 35-41); Alice's debut in society

continued on next page...

(pp. 59-67): Alice's celebrity (pp. 80-84); or Alice's trip to Cuba (pp. 103-109). Ask students to conduct short research projects using credible print and digital sources—including the sources recommended about Alice Roosevelt below—to investigate whether Alice's diary entry about the topic that each chose was fact or fiction. After students have completed this research activity, ask them: How was the biography of Alice similar and different to the ways in which she was portrayed in *When Audrey Met Alice*? (In addition, ask higher-level students: How did the author use or alter history in *When Audrey Met Alice*?)

Researching fact or fiction allows students to practice their writing skills. Tell students that as they research, they should take notes that summarize information, categorize that information, and keep a list of sources. Higher-level students should use citations and a standard format. In addition to turning in their research, assessment of this activity could include student completion of a Venn diagram that compares and contrasts the facts and fictional account of the topic that they researched.

RL 4.1, 5.1, 6.1, 7.1; RL 7.9
 W 4.7, 5.7, 6.7, 7.7; W 4.8, 5.8, 6.8, 7.8; W 4.9a, 5.9a, 6.9a, 7.9a

Recommended Book and Internet Resources about Alice Roosevelt

1. Cordery, Stacy A.. *Alice: Alice Roosevelt Longworth, from White House Princess to Washington Power Broker*. New York: Penguin Viking, 2007.
2. "Countess Cassini, Former Washington Belle, Now a Refugee and Dressmaker in Italy." *The New York Times* 29 October 1922.
3. Donn, Linda. *The Roosevelt Cousins: Growing Up Together, 1882–1924*. New York: Knopf, 2001.
4. Felsenthal, Carol. *Princess Alice: The Life and Times of Alice Roosevelt Longworth*. New York: St. Martin's Press, 2003.
5. Kerley, Barbara. *What To Do About Alice?* New York: Scholastic Press, 2008. [For young readers]
6. Kimmelman, Leslie. *Mind Your Manners, Alice Roosevelt!* Atlanta: Peachtree, 2009. [For young readers]
7. Sagamore Hill National Historic Site <http://www.nps.gov/sahi/index.htm>
8. Teague, Michael. *Mrs. L: Conversations with Alice Roosevelt Longworth*. Garden City, New York: Doubleday & Company, Inc., 1981.



Scan this code or visit www.books.sourcebooks.com/when-audrey-met-alice/ for fascinating facts about Alice Roosevelt, America's first celebrity First Daughter, and to view an annotated version of the journal entries!