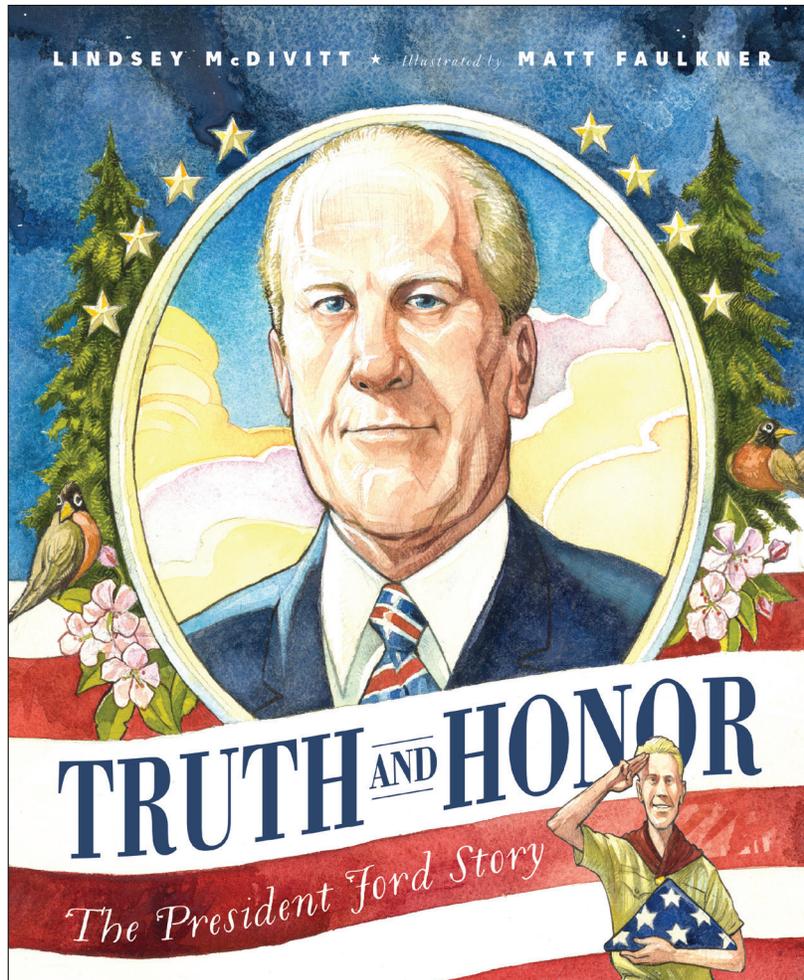


Truth & Honor:

The President Ford Story

AUTHOR Lindsey McDivitt

ILLUSTRATOR Matt Faulkner



This guide was created by Clare Shubert and Amy Lawrence, educators from the **Gerald R. Ford Presidential Foundation**. For more educational resources and to learn more about the Gerald R. Ford Presidential Foundation visit: www.geraldrfordfoundation.org

TEACHING GUIDE

About this Guide

This guide has been created to accompany the book, *Truth and Honor: The President Ford Story* written by Lindsey McDivitt and illustrated by Matthew Faulkner. The included activities are intended for students in second through fifth grades. Teachers are encouraged to select those that are most appropriate for their students and make adaptations where necessary.

The guide is designed to help integrate use of the book into ELA (English Language Arts), Social Studies, and Art curriculum standards including:

- + **Reading Informational Text:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- + **Reading:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- + **Reading:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- + **Writing:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- + **Speaking and Listening:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
- + **Michigan History** (for Michigan students): Use historical thinking to understand the past in Michigan
- + **Social Studies:** Create timelines to sequence and describe important events

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Reading Comprehension

QUESTIONS AND PROMPTS FOR *TRUTH AND HONOR: THE PRESIDENT FORD STORY*

QUESTIONS AND PROMPTS FOR BEFORE READING

1. Create a KWLS (Know, Wonder, Learned, Still Want to Know) chart as a whole group. Under the K column, ask students to list the things they may already know about President Ford. Under the W column, ask students what they are wondering about? What do they want to learn about President Ford? Leave this chart in a visible location. After reading, revisit the chart. Ask students to list new things they learned under the L column. Finally, ask students if there are new things they wonder about now. Did something in the book make them curious to know more? List these questions under the S column. Discuss how one might go about finding the answers to these questions.
2. Hold a brief discussion about the following concepts:
 - + What is the job of the president of the United States?
 - + How does someone usually become the president in this country?
 - + What do you think might happen if the president or vice president couldn't do the job anymore? Who would take the lead?
 - + Can you imagine what it might be like if someone you knew (a parent, a family member, a friend, a teacher) suddenly was asked to be the president?
3. Invite students to take a look at the cover. Ask them to list the things that they see. If needed, help them to identify that the cover features a portrait of President Ford as an adult and also as a young Boy Scout. Why do they suppose the illustrator might have included both of these portraits? Can they identify the symbols of the state of Michigan on the cover? Why do they think these symbols would be included here?

4. Hold a brief discussion about the following concepts:

- + Who are the people in your life that help you make good decisions?
- + What are some of the things you've learned from those people?
- + Has anything ever happened in your life that, at the time, was really hard to go through but eventually you learned a lot from it?

QUESTIONS AND PROMPTS FOR DURING AND AFTER READING

1. Remember

- + While President Ford considered Grand Rapids, Michigan to be his hometown, he was actually born in a different state. In the book, **find** the name of the place where he was born and tell what it was.
- + School wasn't always easy for Jr. Ford. **Tell** why he struggled in school as a young student.
- + While Jr. Ford's life had a rough start, his mother and stepfather were determined to keep him on the right track. **List** some of the activities he was involved in that helped shape his character as a young boy.
- + During World War II, Gerald Ford's ship crossed paths with an "enormous typhoon." **Define** the word "typhoon".

2. Understand

- + Typically in our country, someone becomes president after they've won an election. This was not the case for President Ford. **Explain** how and why he became the president.

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- + While Gerald Ford didn't run for president and really didn't expect that to be his job, he was prepared. **Describe** some of the experiences he had that you think may have prepared him for this big responsibility.
 - + Gerald Ford was elected to serve in Congress. He represented the people who lived in West Michigan. **Define** what you think it means to be a Representative in Congress. What might be some of the responsibilities of that job?
3. Apply
- + In the book, we learn about some of the people who were important to Gerald Ford while he was growing up. **Describe** some of the lessons he learned from his mother and stepfather. **Interpret** how you think these lessons were helpful later in life when Gerald became the president.
 - + In the book, the author features several different quotes. One of them from Gerald Ford's stepfather reads, "The harder you work, the better your luck." What do you think he meant by that? **Describe** how this quote could apply to President Ford's life.

4. Analyze

- + The author, Lindsey McDivitt, uses metaphors and similes throughout the book. These types of literary elements compare two things that are unlike. An example of this is, "Now he had a stepfather—Gerald Ford, an honorable man, as dependable as the lighthouse shining at Grand Haven Beach." In this simile, Junior's stepfather is compared to a lighthouse. Why do you think Ms. McDivitt made this comparison? **Compare** the characteristics of Gerald Ford Sr. and the function of a lighthouse. How are they the same in this context?
- + After Spiro Agnew had to leave his position as vice president, Gerald Ford was chosen to take his place. Considering what you know from the book, **identify the reasons** you think he was selected for this important position.

5. Evaluate

- + When Willis Ward was left out of the football game because of the color of his skin, Gerald Ford was upset. He had a decision to make—would he speak up and support his friend, or would he go along with something he knew was unfair? After reading, tell what Gerald Ford did and **evaluate** his decision. Do you think it was the right thing to do? After learning the story of Gerald Ford's life, do you think this experience had an effect on him as a leader? What would you do if you and a friend were in a similar situation?
- + Gerald Ford's life took many unexpected turns. After reading the book, you may be able to see how one life event prepared him for the next. **Think critically** about how his life may have turned out differently if his mother had stayed married to his biological father. What if he had not grown up during the Great Depression? What if he had never chosen to serve in World War II? Choose one of these scenarios and write a few sentences describing your prediction of how his life may have been different.

5. Create

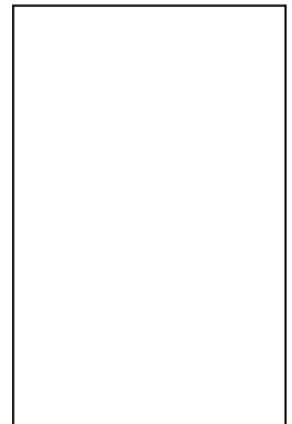
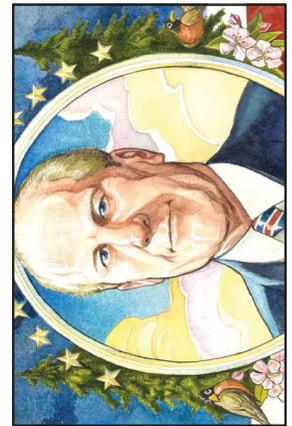
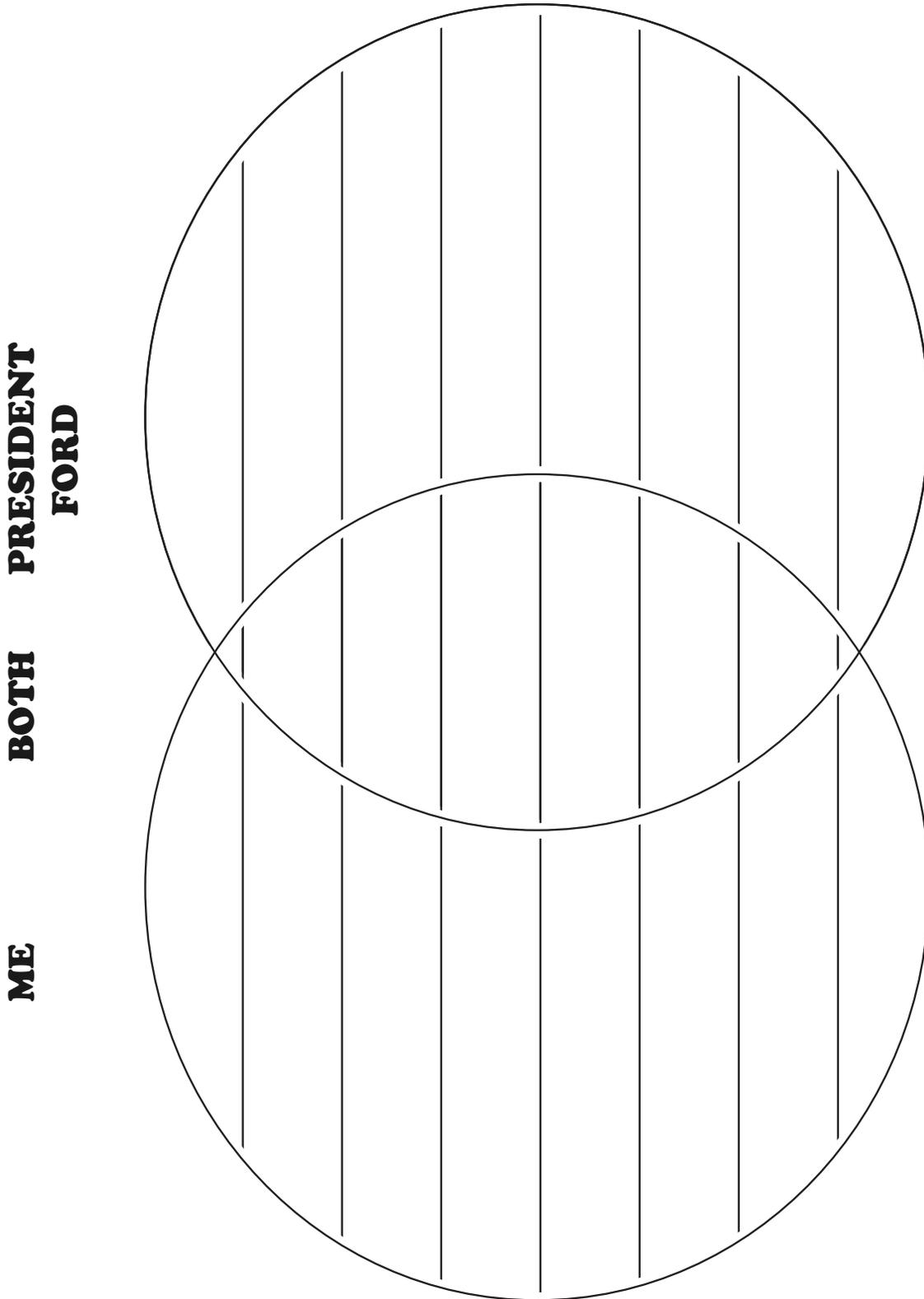
- + Would you ever want the job of president? What would make you a good leader? Are you hardworking, honest, caring, smart? Imagine you are running for office and **design** a campaign poster for yourself. Be sure to include the character traits that make you a great candidate.
- + President Ford's life had a lot of unexpected twists and turns! Look at the timeline at the back of this book that tells about important events in his life and when they took place. If you made a timeline of *your* life, what important events would you include? Take it further and make one! **Construct** a timeline for yourself, starting with your birth and listing significant things that have happened to you.



Name: _____

President Ford & Me!

Did you know you have some things in common with a president of the United States? Use this diagram to show how you and President Gerald Ford are different, and how you are alike.



Draw a picture of yourself.

I Can Be President, Too!

By President _____

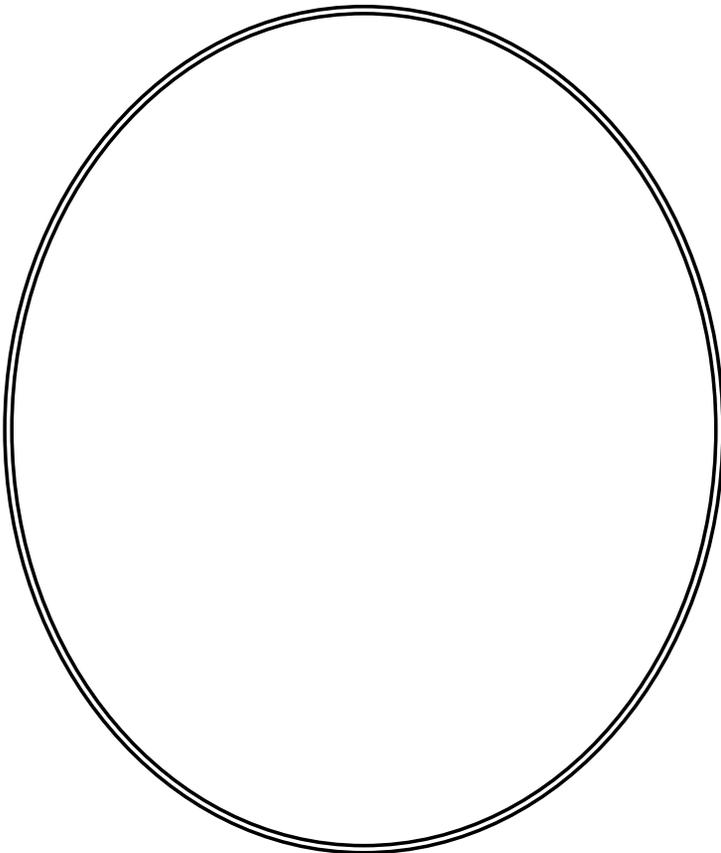


In our country, a person can be president if he or she is a citizen of the United States and is at least 35 years old.

I will be 35 in the year _____

The president's office is called the Oval Office.

Here is a picture of me in the Oval Office:



The president is responsible for making important decisions for our country.

Here is a list of things I would do if I were president:

1) _____

2) _____

3) _____

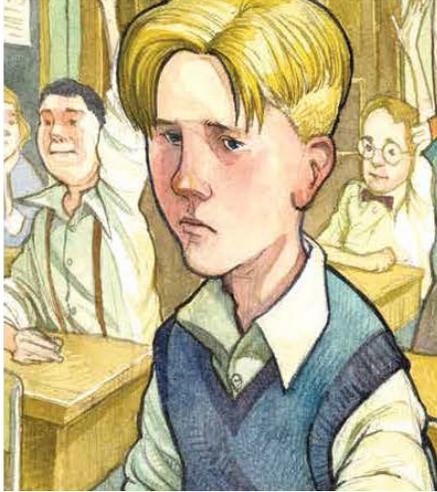
4) _____

Creative Writing: Picture Prompts

Use these pictures of illustrations from the book, *Truth and Honor: The President Ford Story* as writing prompts. Choose one illustration and then retell that part of the story in your own words.

*Teacher note: these picture prompts may also be used with the *Dear Diary: Creative Writing* activity.

1.



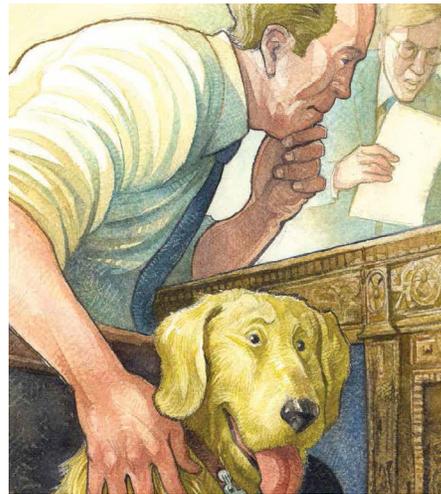
2.



3.

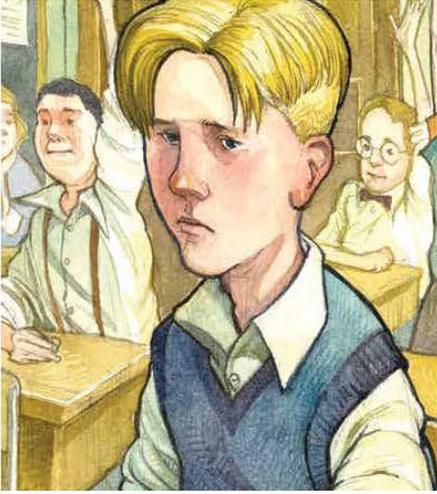


4.



Name: _____

Picture Prompt 1:



Picture Prompt 2:

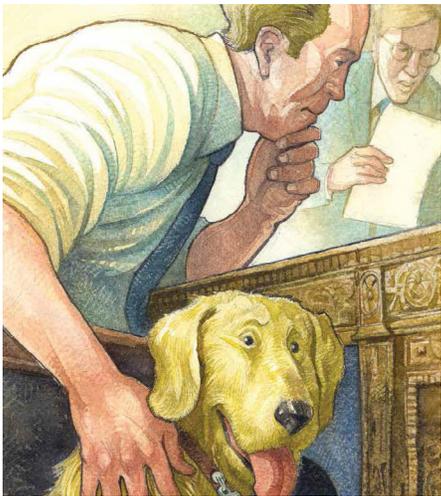


Name: _____

Picture Prompt 3:

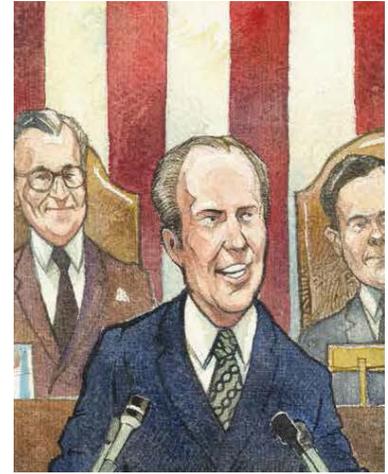
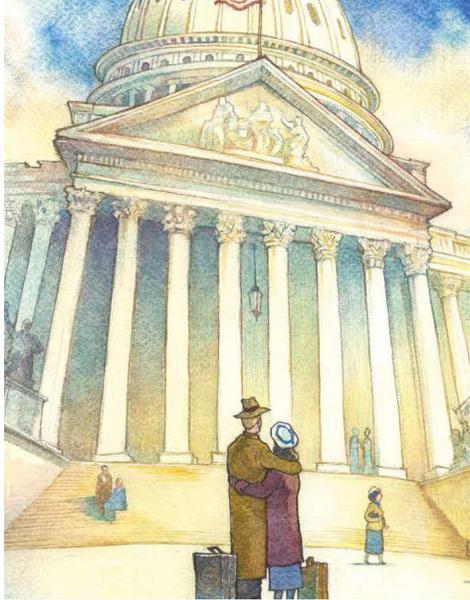
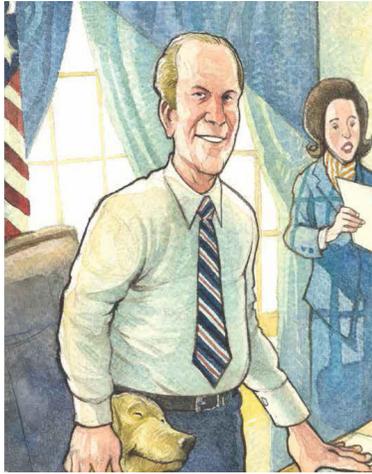


Picture Prompt 4:



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The Call that Changed it All

A READERS' THEATRE FOR GRADES 3-5

This readers' theatre is a creative adaptation of actual events that took place in the Ford home in the fall of 1973...

CHARACTERS

- + **Narrator**
- + **Gerald Ford**
- + **Betty Ford**
- + **Steve Ford**
- + **Susan Ford**
- + **Jack Ford**
- + **Michael Ford**
- + **President Nixon**
- + **Secretary**

SCRIPT

Narrator: It was the fall of 1973. Gerald Ford, a congressman from Michigan, was seated at the dinner table with his family: his wife Betty and his children, Michael, Jack, Steve, and Susan. The vice president of the country had just stepped down from his position and there was a lot of talk about what might happen next.

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Susan: Dad, what happens now that there isn't a vice president?

Gerald Ford: Well, Susan, the 25th Amendment in our country's Constitution tells us that the president can pick someone to fill the spot. So, President Nixon will choose someone.

Michael: But, Dad, he can't just pick anyone and that's final right?

Gerald Ford: No, no, of course not. Our country has a system of checks and balances. Once the president nominates someone, Congress gets to ask that person a whole bunch of questions and then they vote on whether he or she should get the job or not.

Steve: Dad, do you think he might pick YOU?

Gerald Ford: Oh, I don't know, son...he might.

Betty Ford: I think your father's getting ready to retire, kids! But—he would do a wonderful job and he is well prepared for it!

Narrator: Just then, the phone rang in the bedroom.

Susan: I'll get it! (*runs to the phone and picks it up*) Hello?

Secretary: This is the office of the President of the United States calling. I have President Nixon for Congressman Ford. Is he available please?

Susan: Uhh.. YES! He is here! Hang on! (*sets the phone down without hanging up*) DAD! IT'S THE WHITE HOUSE CALLING!

Gerald Ford: (*picks up the phone*) Hello, this is Congressman Ford.

President Nixon: Well hello, Jerry! I've got big news for you! Is Betty there? Put her on the phone, she needs to hear this, too!

Gerald Ford: Hello, Mr. President! Yes, Betty is here, but this phone line has just one phone. Call back on our other number and I'll have her listen in, too. Ok? Bye! (*hangs up the phone*)

Steve, Susan, Jack, and Michael: DAD!

Steve: Dad! Did you just hang up on THE PRESIDENT?

Gerald Ford: Don't worry! He'll call right back on the other phone.

Narrator: Just then, the phone rang in the kitchen.



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Susan: I'll get it!

Jack: No, I'll get it!

Steve: Oh, no! I'll get it!

Mike: I'm oldest—I'll get it!

Gerald Ford: Kids, your mother and I will get it.

(Gerald and Betty both pick up a phone)

Gerald Ford: Good evening, Congressman Ford speaking.

Secretary: Good evening, Congressman Ford. This is the office of the president calling... again. I have President Nixon here for you...are you ready for the call this time?

Gerald Ford: Oh yes, yes. Thank you very much.

President Nixon: Jerry! Hello there! Is Betty on now, too?

Betty: Yes, Mr. President. I'm here.

President Nixon: Ok great. Here's the news. You know that Vice President Agnew has resigned. Well I made a list of people to replace him, and Jerry, you're now at the top of my list! I'm officially nominating you for vice president.

Gerald Ford: Thank you very much, Mr. President. What an honor.

President Nixon: Well, Jerry, you're the right person for the job and I hope you'll accept it. Of course, there will be a few other things that will have to happen first, but congratulations! Goodbye, Jerry, Goodbye, Betty.

(Gerald and Betty hang up the phones and all sit back down at the dinner table)

Narrator: The family returned to their dinner table, full of excitement and questions.

Jack: Well?! What did he say?

Betty: That your father is going to be the next vice president!

Gerald Ford: Well, now, yes, but like he said, some other things have to happen first.

Jack: Like what other things?



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Michael: Remember what Dad said before? About checks and balances? Well I think that's what he's talking about.

Gerald Ford: You're right. President Nixon doesn't have the final say. First, Congress will have a chance to interrogate me—that means they'll ask me a lot of questions. Questions about my past, about my work, maybe even about you guys! They'll ask other people about me, too.

Betty: I'm not worried about that part at all! You're an honest, hard worker, Jerry, and this country would be lucky to have you.

Susan: So then what happens, Dad?

Gerald Ford: If they like what they hear and everything checks out, I'll be sworn in as the vice president.

Steve: Wow, that's really not retiring is it, Dad? That's a big job!

Gerald Ford: Well, it's not like I'm becoming PRESIDENT or anything!

To Be Continued...

Literary Elements: Simile and Metaphor



In the book, *Truth and Honor: The President Ford Story*, author Lindsey McDivitt uses different literary elements to tell the story. Two of these are similes and metaphors.

Simile: A simile is a literary element that makes a comparison, showing similarities between two different things. Similes make a direct comparison by using the words “like” or “as”.

Metaphor: A metaphor is a literary element that also compares two unlikely things. Unlike a simile, a metaphor makes a direct comparison without the use of “like” or “as”.

For each excerpt from the book below, tell whether you think it is a simile or a metaphor:

	Excerpt	Simile or Metaphor?
1.	“Now he had a stepfather—Gerald Ford, an honorable man, as dependable as the lighthouse shining at Grand Haven Beach.”	
2.	“And Gerald R. Ford was a strong captain at the helm.”	
3.	“The desire for the American Dream flowed through the school as strongly as the Grand River flowed through town.”	
4.	“His future looked as bright as the Dutch tulips that decorated his city.”	
5.	“Jerry’s new desk was piled high with problems. New storms threatened.”	

Now, choose one excerpt from above and explain what you think it means:

The excerpt I chose was number _____

The two things that are compared are _____ and _____

I think the author chose to compare these two things because _____



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Vocabulary Scoot Cards

SET A / SET B

Use these vocabulary scoot cards before reading *Truth and Honor: The President Ford Story* to introduce new vocabulary. You may also choose to use this activity after reading to reinforce word meaning.

Teacher instructions (apply to both sets):

- + Cut out each card and post in various places around your classroom.
- + Give each student a recording sheet on a clipboard. Students may work in pairs.
- + Ask students to travel around the classroom, looking for all of the 24 vocabulary cards. When found, they should write the correct answer on their recording sheet.
- + When all students have had a chance to write down a response for each word, review word meanings together as a class.

<p>1. To make repairs or corrections a) mend b) strived c) gusto</p> 	<p>2. A state of confusion or disorder a) gusto b) enormous c) turbulence</p> 	<p>3. A violent sea-storm a) typhoon b) district c) peninsula</p> 
<p>4. A long, severe decline in an economy that began in 1929 and lasted until 1939 a) whirlwind b) helm c) The Great Depression</p> 	<p>5. Enjoyment and pleasure while doing an activity a) furious b) guilty c) gusto</p> 	<p>6. An activity with a purpose in mind; work to get a candidate elected a) campaign b) helm c) stuttering</p> 
<p>7. A member of a governmental body, standing or acting for another, chosen by popular vote a) prestigious b) district c) representative</p> 	<p>8. The system or form by which a community is ruled a) government b) steer c) prestigious</p> 	<p>9. Freely offer to do something a) district b) enormous c) volunteer</p> 



<p>10. Land that is almost surrounded by water a) democracy b) peninsula c) typhoon</p> 	<p>11. A division of a country, state, or county marked off for a purpose a) district b) peninsula c) helm</p> 	<p>12. A wheel by which a ship is steered a) helm b) reluctantly c) democracy</p> 
<p>13. To follow or move in a set course a) helm b) steer c) trolled</p> 	<p>14. To make a great effort a) reluctantly b) strive c) guilty</p> 	<p>15. Full of anger a) gusto b) furious c) prestigious</p> 
<p>16. In an unwilling or hesitant way a) volunteer b) furious c) reluctantly</p> 	<p>17. A system of government in which the people can rule through elected representatives a) democracy b) district c) campaign</p> 	<p>18. Pounded or hit repeatedly by storms a) buffeted b) mend c) trolled</p> 



<p>19. To fish by trailing a baited line from behind a boat a) stuttering b) troll c) turbulence</p> 	<p>20. A speech disorder a) whirlwind b) stuttering c) typhoon</p> 	<p>21. A rotating wind, water, or dust storm a) whirlwind b) troll c) campaign</p> 
<p>22. A code of integrity a) gusto b) honor c) furious</p> 	<p>23. Having committed a crime a) honor b) strive c) guilty</p> 	<p>24. Having a good reputation; very respected and liked because of high quality a) furious b) reluctantly c) prestigious</p> 

Recording Sheet / Set A

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.
16.	17.	18.
19.	20.	21.
22.	23.	24.



mend



turbulence



typhoon



Great
Depression



gusto



campaign



representative



government



volunteer



peninsula



district



helm



steer



strive



furious



reluctantly



democracy



buffeted



trolled



stuttering



whirlwind



honor



guilty



prestigious





Recording Sheet / Set B

1. Enjoyment and pleasure while doing an activity _____

2. To make repairs or corrections _____

3. A state of confusion or disorder _____

4. A violent sea-storm _____

5. A long, severe decline in an economy that began in 1929 and lasted until 1939 _____

6. An activity with a purpose in mind; work to get a candidate elected _____

7. A member of a governmental body, standing or acting for another, chosen by popular vote

8. The system or form by which a community is ruled _____

9. Freely offer to do something _____

10. Land that is almost surrounded by water _____

11. A division of a country, state, or county _____

12. A wheel by which a ship is steered _____



Recording Sheet / Set B Continued

13. To follow or move in a set course _____

14. To make a great effort _____

15. Full of anger _____

16. In an unwilling way _____

17. A system of government in which the people can rule through elected representative _____

18. Pounded or hit repeatedly by storms _____

19. To fish by trailing a baited line from behind a boat _____

20. A speech disorder _____

21. A rotating wind, water, or dust storm _____

22. A code of integrity _____

23. Having committed a crime _____

24. Having a good reputation; very respected and liked because of high quality _____

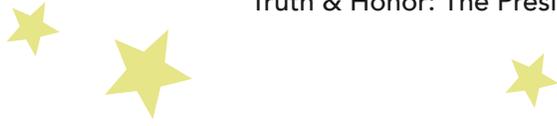
Answer Key / Set A

1. a	2. c	3. a
4. c	5. c	6. a
7. c	8. a	9. c
10. b	11. a	12. a
13. b	14. b	15. b
16. c	17. a	18. a
19. b	20. b	21. a
22. b	23. c	24. c

Answer Key / Set B

- | | | |
|----------------------------|------------------------|------------------------|
| 1. gusto | 9. volunteer | 17. democracy |
| 2. mend | 10. peninsula | 18. buffeted |
| 3. turbulence | 11. district | 19. trolled |
| 4. typhoon | 12. helm | 20. stuttering |
| 5. Great Depression | 13. steer | 21. whirlwind |
| 6. campaign | 14. strive | 22. honor |
| 7. representative | 15. furious | 23. guilty |
| 8. government | 16. reluctantly | 24. prestigious |

Name: _____



Acrostic Poem

An acrostic poem is a type of poem in which the topic is written vertically down the left side. Each letter of the topic is the first letter of a new word or phrase written horizontally. After reading *Truth and Honor: The President Ford Story*, use the letters in Gerald Ford's name to write a poem about him. Each letter of his name should start a word or phrase that describes him. When you finish, try creating an acrostic poem with your own name!

G _____

E _____

R _____

A _____

L _____

D _____

F _____

O _____

R _____

D _____

Michigan Symbols and Landmarks Match-Up

In *Truth and Honor: The President Ford Story*, the author and illustrator used Michigan symbols and landmarks to show how President Ford's home state influenced him in a positive way.

Draw a line to match each symbol or landmark with its description. Then, choose one to illustrate at the bottom of this page.

Michigan's state bird

Mackinac Island

the longest river in Michigan

The Grand River

a bridge connecting the lower and upper peninsulas of Michigan

lighthouses

an island in Lake Huron

cherry blossom

Michigan's state tree

robin

together, the five lakes that encircle Michigan are called this

The Great Lakes

Michigan has more of these than any other state in the U.S.

The Mackinac Bridge

Michigan's state flower

white pine

Name: _____

Create a Timeline



Check out the timeline at the back of the book, *Truth and Honor: The President Ford Story*. Timelines are tools for showing the order of important events. Use some of the events from the book to construct your own timeline to show important events in the life of President Ford.

SUPPLIES NEEDED

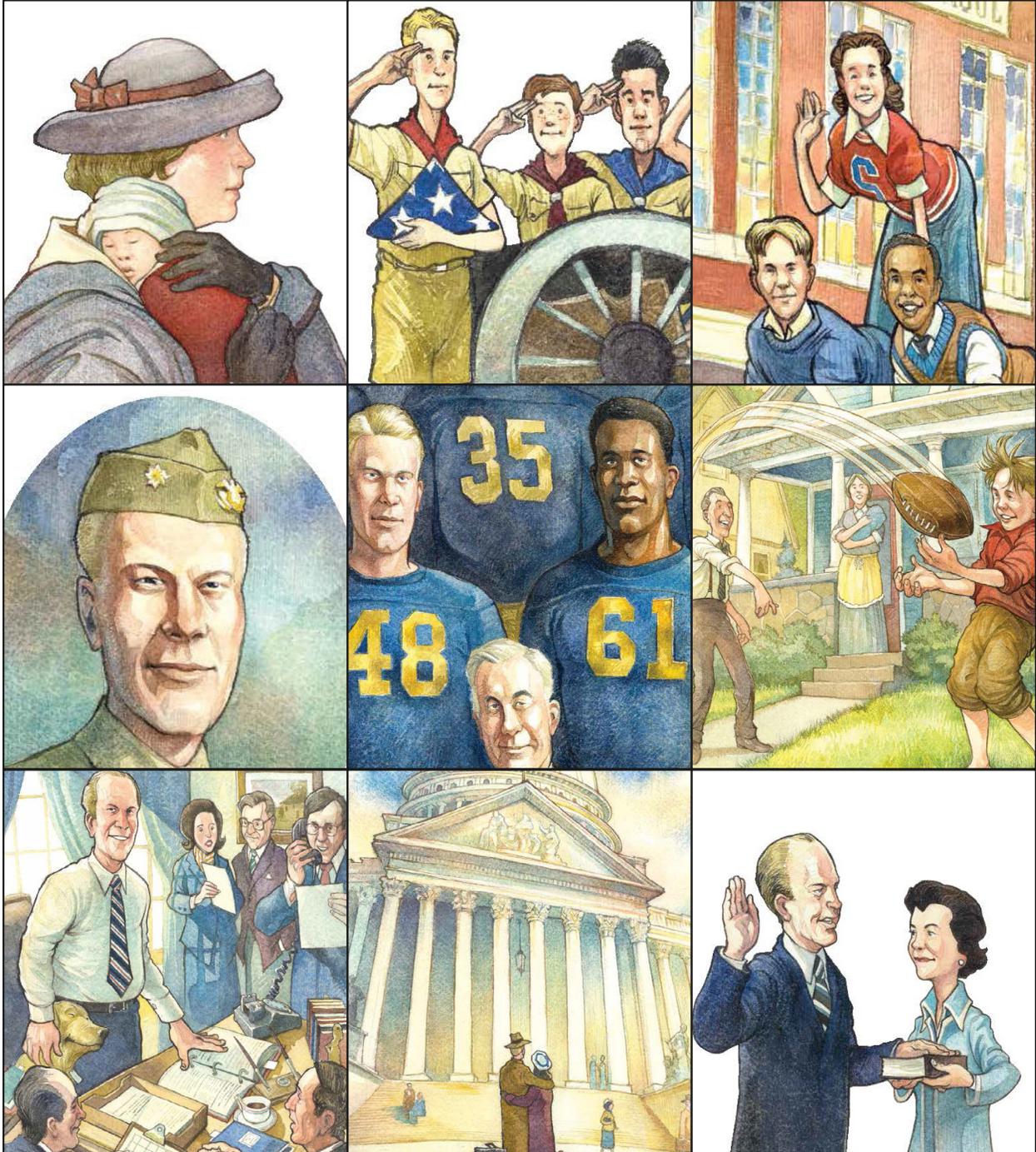
- + construction paper or butcher's paper
- + markers
- + glue
- + picture, date, and event cards (provided)
- + crayons
- + scissors
- + pencil

DIRECTIONS

1. Use your scissors to cut apart the picture, date, and event cards.
2. On construction paper or butcher's paper, glue your pictures in a horizontal row, in the order in which they happened (chronological order).
3. Underneath each picture, glue the year in which you think this event happened.
4. Use the event cards to write a short sentence to describe each event. Then, glue each event card under the correct date and picture.
5. You can use the timeline in the book for help as well as the timeline found on the Gerald R. Ford Presidential Museum's website: <https://www.fordlibrarymuseum.gov/grf/timeline.asp>



Picture Cards



Date Cards

1913	1925-1927	1927-1931
1918	1934	1942-1946
1949	1974-1976	August 9, 1974

Event Cards

 <hr/> <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/> <hr/>
 <hr/> <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/> <hr/>
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