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# 1 *In the Classroom*

**Animators** may draw pictures and attach them to a stick or a string. Figures, cars, trucks, planes, or ships may be moved by the children in front of miniature painted scenery to enliven a story of a personal experience. The Animators may also put on animated short plays, or they might draw pictures representing characters in a story the class is reading and use the pictures to illustrate the story. A committee of older children could develop an educational, animated show, possibly built around a favorite story, and put it on for classes of younger children.



The **Art Collator** can assemble and clearly mark boxes of material suitable for collages, mobiles, murals, puppets, dioramas, and masks for class use. He might also arrange art media such as finger paint, clay, colored chalk, charcoal, crayons, and

paints so that classmates may have the opportunity to use them. A desk or table can be covered with oilcloth to serve as an art center. A clothesline and some clothespins can be provided to display finished products. The Art Collator may also stimulate creativity by making a bulletin board display about artists—their lives and their work.



Classroom programs offer the bright child many opportunities as an **Artist**. He may become an etcher, craftsman, sketcher, painter, illustrator, water colorist, landscapist, designer, cartoonist, sculptor, or modelist. The finished works of the Artists may be part of a changing art exhibit in the room. Children might also share their “know-how” with their classmates by giving talks on techniques, and/or lives of great artists.



Bright children can become **Book Reviewers** in several ways. Often, advance copies of books (review copies) can be obtained free by writing to publishers. Reviews of these books can be posted on a bulletin board to stimulate interest in a variety of subjects. Copies of reviews can be sent to the publishers.

Sometimes books already established in the field of children’s literature can be re-reviewed. Children can compare their reviews with professional ones. Newbery and Caldecott award-winning books can help to make this activity exciting. Some popular Caldecott Medal winners include:

- 1948 *White Snow, Bright Snow*, Roger Duvoisin (New York: Lothrop, Lee & Shepard Co.)
- 1951 *The Egg Tree*, Katherine Milhous (New York: Charles Scribner’s Sons)
- 1958 *Time of Wonder*, Robert McClosky (New York: The Viking Press, Inc.)
- 1963 *The Snowy Day*, Ezra Jack Keats (New York: The Viking Press, Inc.)

Some popular Newbery award books include:

- 1936 *Caddie Woodlawn*, Carol Ryrie Brink (New York: The Macmillan Company)
- 1945 *Rabbit Hill*, Robert Lawson (New York: The Viking Press, Inc.)
- 1951 *Amos Fortune, Free Man*, Elizabeth Yates (New York: E. P. Dutton & Co., Inc.)
- 1968 *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, E. L. Konigsburg (New York: Atheneum Publishers, Inc.)

When writing a review, the student may react to illustrations, content, and characters. Children could be encouraged to read aloud parts of the books and/or their reviews to their classmates.



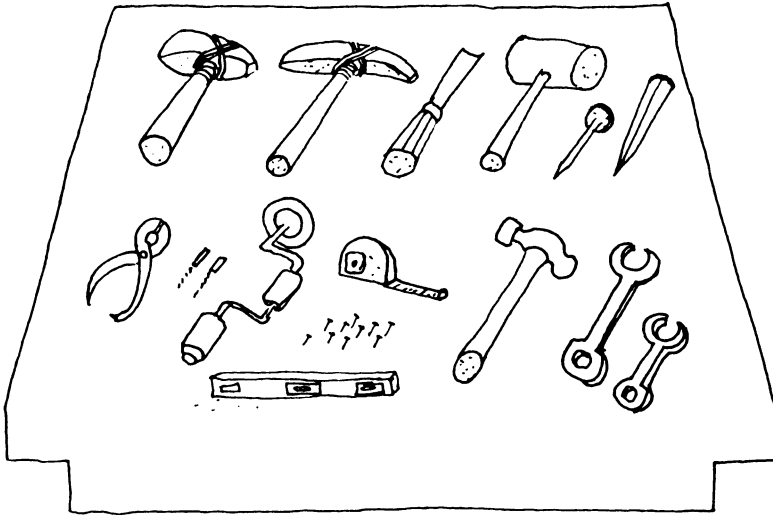
Bright children can become **Botanists** and can collect, label, and take care of plants, as well as share information with their classmates about the plants' natural habitat, weather requirements, and proper care. Botanists may also conduct a planting session and help their peers to plant flower seeds, potatoes, or fruit pits.



Bright children can become **Campaign Managers** for classroom government officials. They might plan television debates, public campaign meetings, radio speeches, and poster displays, and provide ballots for elections. Elections should be held several times during the school year so that many children can participate and feel a sense of responsibility.

In addition to classroom-centered activities, the Campaign Managers can actively take part in national, state, and local elections. Some children can be elected to represent the opposing candidates. After the class is divided into political parties, the children can peruse newspapers and magazines in order to provide their side with facts and pertinent information for the campaign. Letters can be written to the actual candidates telling them of classroom activities.

#### 4 Creative Activities for the Gifted Child



A bright child interested in tools and woodworking can become a **Class Carpenter**. He may collect samples of tools, demonstrate their proper use, and encourage an interested group to study the history of tools from those used by the cave-man to those used by modern carpenters, mechanics, and metal workers of today.



An interested student may become the **Class Cartographer**. He can collect maps covering the following categories: physical, political, a combination of physical/political, folklore, products, roads, weather, sky, seas, streets, subways, and population.

After being labeled correctly for class use and discussion, these may be mounted in a large wall-chart book, or filed in a large carton. Children should be encouraged to use one type of map as a basis for a creative bulletin board display. For example, when using a neighborhood street map, strings may be connected to drawings or photographs of each child's house labeled with his name, address, and zip code.

The Class Cartographer could learn about each type of map and report each day to his classmates about a different kind of map, explaining its meaning and purpose.