

YHBA Novel Resource 2

Make Your Mark, Franklin Roosevelt

Judith St. George

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Penguin Books

Jenifer Reed
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About the Author



www.judithstgeorge.com

Honors and Awards

- Caldecott Award
- Christopher Award
- New York Academy of Sciences Award
- Golden Kite Award
- American Book Award Honor Book

<http://www2.scholastic.com/browse/contributor.jsp?id=165141>

Judith St. George was born and raised in Westfield, New Jersey in 1931. She had two passions as a child: reading and sports. As a child, she “read everything she could get her hands on, and still does!” Her favorite activity on Saturday mornings was to go to the Westfield Library’s Children’s Room and bury her nose in a good book. She sometimes didn’t make it home with her book, because she would often stop and perch like a bird and spend time reading before she could make it!

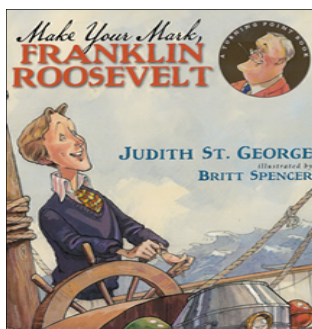
Judith tells of a time when her father was painting the second floor of her childhood home. She was so caught up in her book that she didn’t notice him. He loudly cleared his throat and startled Judith, causing her to scream. The scream scared her father so much that he wobbled on his ladder, reached out and grabbed the windowsill “just in time!”

Judith married David St. George and they lived in the historic Longfellow House in Cambridge, Massachusetts. That happened to be George Washington’s headquarters during the first year of the American Revolution. She attributes her love of history to this experience. Many of Judith’s books are about history and “turning points”. She enjoys doing the research on her varied subjects!

[Author information borrowed from http://www.judithstgeorge.com](http://www.judithstgeorge.com)

I tried her homepage, her publisher page, the book but there was no “official” contact information for her. The only information I could find was:

“Judith St. George lives in Connecticut”



Make Your Mark, Franklin Roosevelt earned a

- Cybils Nonfiction Picture Book Nomination, 2007
- Young Hoosier Book Award Nomination, 2009

Other Books by Judith St. George

(this is the list of books still in print)

Dear Dr. Bell...Your Friend, Helen Keller - 1992

Betsy Ross: Patriot of Philadelphia - 1997

Sacagawea - 1997

So You Want to be President? - 2000

John and Abigail Adams: An American Love Story - 2001

So You Want to be an Inventor? - 2002

You're on Your Way, Teddy Roosevelt - 2004

Take the Lead, George Washington - 2005

The Journey of the One and Only Declaration
of Independence - 2005

So You Want to be an Explorer? - 2005

Haunted (paperback) - 2006

Make Your Mark, Franklin Roosevelt - 2007

The Ghost, The White House and Me - 2007

Mystery Isle (paperback) - 2007

Stand Tall, Abe Lincoln - 2008

Zarafa - 2009

The Duel - 2009



Annotation

Title: *Make Your Mark, Franklin Roosevelt*

Author: Judith St. George

Annotated Summary:

Judith St. George, author of several historically based children's books, writes a factual and emotionally appealing biography of our thirty-second president, Franklin Delano Roosevelt. In this illustrated telling of Roosevelt's life, St. George addresses Roosevelt's formative years from his birth in Hyde Park, New York until his Boarding School graduation from Groton School. According to St. George's text, there were several key moments and people who inspired him and helped him grow into the man and leader that he was.

Do not expect a detailed account of Roosevelt's presidency and programs. St. George first tells of his doting (maybe overbearing) mother, Sara, and her influence on Franklin...it isn't pretty. Fortunately, he is cared for by a French governess who has a conscience. He gets his "manliness" from his affectionate, outgoing father, Popsy. When Poppy becomes ill, Franklin is forced to become more independent. Oddly enough, Franklin meets president Grover Cleveland during a trip to the White House as a youth. Cleveland tells him that "[he wishes] that [Franklin] never be president of the United States. His mother is mortified, as gentlemen don't enter politics.

Franklin heads to Groton School at the age of 14, where he has a hard time fitting in with the "old boys", who have been at Groton since the age of 12. He tries everything to fit in—playing football, baseball and even misbehaving, but he knows he was raised better. The Rector of Groton exerts his influence on Franklin and tells him to "go out and serve the world...other people, the church and especially our country." Roosevelt takes these words to heart and donates his time and talents after graduation to these exact places.

Franklin's story takes a sharp turn towards destiny as he meets his fifth cousin, Theodore. An ardent admirer of his cousin, Franklin strives to emulate him. He even tries to join the Navy, but in secret. After hearing one of cousin Theodore's speeches, a teenage Roosevelt decides that gentleman can and do enter politics. As we know, Theodore had quite a successful political career himself.

First time children's book illustrator, Britt Spencer, does a wonderful job in his rookie attempt. All of the pictures do a wonderful job of conveying the emotions that Franklin was feeling at the time. Readers might really enjoy the "snobbish" pictures of his mother and the "larger than life" pictures of Franklin's fifth cousin, Theodore. One in particular is laughable!

As one of St. George's books in the "Turning Point" series, this biography was very interesting, rather than "just the facts". It proves that history does not have to be boring, and that there are *real* people behind the states and dates.

Genre

Narrative non-fiction/historical; biography

Point of View

This story is told from third person omniscient, as we hear feelings and emotions from all characters in the story; however the focus is on Franklin Roosevelt.

Theme

The themes present in this book are inner conflict, politics, self-discovery, illness, and peer-pressure.

The title of the book is rather misleading. I assumed it would be about how FDR made contributions to the United States during one of the most difficult times in history, World War II. Instead, however, it focuses on his early life and his upbringing and how he will eventually leave his own stamp on history.

Conflict

The main conflict in the story is Franklin's internal conflict. Does he defy his parents? What should he do to fit in at school? Can a gentleman enter and be successful in politics?

Resolution

Resolution finally comes in the story when Franklin finally decides to choose his own course in life and enter the political arena. He eventually becomes the thirty-second president of the United States.

Characters

- Franklin Delano Roosevelt-Changes from young boy to young man, choosing his course in life and becoming the 32nd President of the United States.
- Sara Delano Roosevelt-Franklin's overbearing, headstrong mother who was born into privilege.
- James "Popsy" Roosevelt-Franklin's outdoorsman father, married to Sara after first wife died.
- Governess Jeanne Sandoz-French Governess who teaches Franklin to think of others, instead of himself.
- Reverend Endicott Peabody-Rector/Headmaster of Groton School, who takes a shine to Franklin and inspires him to be the best he can be.
- Mrs. Peabody-wife of Reverend Peabody, also works at Groton School.
- "Old Boys"-Franklin's schoolmates who give him a hard time until he can find a way to fit in
- Cousin Theodore Roosevelt-Franklin's 5th cousin and inspiration. He was also the 26th president of the United States.
- Mrs. Freeman-an elderly black widow, who became Franklin's "special concern". He helped tend to her yard and made sure she had essentials.

Setting

The story begins on January 30, 1882 in Hyde Park, New York at the family estate, Springwood. Franklin's "good" formative years occur in Groton, Massachusetts at Groton School, beginning in 1896 and lasting until his graduation in 1900.

Interest/Reading Level

This book is written for 5-8 year olds , but I believe older children might enjoy it as well. The Lexile Level is set at 690, which is approximately a beginning 4th grade level.

Booktalk

(With my Hollywood theme, I might begin with a short snippet of the movie Pearl Harbor, starring Jon Voight as FDR to set the stage. It would be the "day that will live in infamy" speech)

These are just a few of the words that thirty-second president, Franklin Delano Roosevelt, is best known for. Speaker, leader and reformer, Roosevelt is one of America's most memorable Presidents in US history. Born a spoiled, wimpy rich kid, learn how Roosevelt is transformed into a caring powerhouse by the people he encounters during his childhood. More than just dates and facts, *Make Your Mark, Franklin Roosevelt*, by Judith St. George helps readers realize they, too, can be leaders and inspirations to others as well.

Discussion Questions

Franklin and Mama

Pre- reading:

What kind of man OR WOMAN would it take to be president? Create a quick Bubble Map with president at the center. Use pencil only. Try to think of at least 5 adjectives that describe somebody presidential. Share with your table groups and add in any words given by classmates that you did NOT already have in blue ink. Save this for post-reading.

During:

1. What is the setting of the story? P. 2
2. What kind of child do you believe Franklin to be? P. 2-5
3. What are your first impressions of Sara Roosevelt? P. 2-5 In your opinion, what kind of example is she setting for Franklin?
4. Why do you think President Grover Cleveland wished that Franklin "never be President of the United States?" p. 7
5. What is Franklin's opinion of being president? What about Sara's? How are they alike or different? P. 8
6. How do you think Franklin's father feels about politics? P. 8

Post Reading:

Look at your pre-reading activity again. Think about the kind of child Franklin was. Does he demonstrate any of these qualities? Are you surprised by this?

Franklin and Popsy

Pre- reading:

(This might be a morning work activity) Parents are busy people, but they take time to do something special with you. Take a moment to thank them! On one side of a bookmark, decorate it with your school picture, making it colorful. On the other side, write a quick note of thanks, but be sure to include something fun they do for or with you. I'll laminate them and you can give to parents tonight!

During:

1. What is a turning point?
2. Recall some of the activities Franklin enjoyed doing with Popsy. P. 10-11
3. What kind of influence might Franklin have received while spending time with Popsy? P. 10
4. Oddly enough, James didn't value books or reading? How might this have influenced Franklin? P. 10
5. Look at the illustration on pages 13 and 14, specifically Franklin's expression. Describe what was happening on the page. Could this be considered a turning point for Franklin? P.13-14
6. Would the "consider yourself spanked" statement by a parent work on today's children? Why or why not? P. 15

Post Reading: (see next page)

In this section, Grover Cleveland is elected to his 2nd term as president. Go to the following link http://www.whitehouse.gov/our_government/executive_branch/ and read about the executive branch. In the second section called "The President", read down record the ONLY THREE requirements that a person must have to run for the office of the President on a 3X5 card.

Franklin on His Own

Pre- reading:

Have you ever had to entertain or "play" with yourself? As a table group, take a piece of chart paper and record a list of things you have ever done to keep yourself busy...these may NOT use electricity!

During:

1. How did Popsy's heart attack affect Franklin? P. 17
2. Why do you think Franklin did not speak up about being bored? P. 19
3. After listening to the passage on p. 21, what kind of child do you think Franklin has grown into? Would you like to be like this or not? P. 21
4. Jeanne Sandoz taught more than French. What did she really begin to teach Franklin? P.22
5. Do you think his parents would approve of what the governess was teaching him? P. 22

Post Reading:

Journal writing-Write a journal entry of at least a paragraph pretending you are Franklin. How do you feel about this time of your life?

Franklin and the Rector

Pre- reading:

Would you do something bad or naughty to fit in with other kids....be honest...it's a private thumb vote. Why would somebody...even you....do this?

During:

1. How do you think Franklin's life might change as he heads to Groton School? P. 25
2. Recall why it was difficult for him to make friends at Groton. P. 27-28
3. Why do you supposed Franklin told his parents he was "getting along finely both mentally and physically?" p. 27
4. What were some of the actions Franklin tried to be an "old boy" p. 29-31
5. What effect did the Rector have on Franklin? Why was this important? Could this be considered a turning point?

Post Reading:

Respond to this, "Dear Martha or Mark" , I am having a hard time fitting in at school. The other kids tease me and I don't have anybody to turn to. What can I do?" (Grading for letter form and content of response)

Franklin and Theodore

Pre- reading:

Who is your role model? Create a baseball card for this person using a 3 x 5 card. On the front, you should have a picture of the person and their name in print. On the back, list some facts and figures about him or her. We will add them to our Hall of Fame museum.

During:

1. How did Franklin get such good debating skills? How might these help him later in life? P. 34
2. How has Franklin's outlook changed because of people who visit Groton School? P. 34
3. Why do you think Sara refused cousin Theodore's invitation to the party for Franklin? P. 36
4. How was meeting cousin Theodore another turning point for Franklin? Was he a good influence or not? Support your reasons? P. 36
5. I notice that Sara is present at Theodore's speech and looks "happy". Do you think she has changed her mind about politics? Why or why not? P. 39
6. Why did the author choose to illustrate Theodore Roosevelt on p. 40 as he did? P. 40

Post Reading:

Create a double bubble map comparing Theodore Roosevelt to the Rector. P. 40. Don't forget your frame of reference. On the back, jot a short paragraph telling which one you believe to be the better role model?

Franklin and the World

Pre- reading:

What is a fireside chat? With a partner, go to <http://www.archives.gov/education/lessons/fdr-fireside/> and read the first and third paragraphs. What was the purpose of these chats? As we read the final chapter, see if you can hear where Franklin might have gotten the inspiration for these chats.

During:

1. What are things Franklin did to serve the world, other people and the church as directed early on by the Rector? P. 41
2. What are some things young Franklin did to finally fit in with others? P. 41 and 42
3. Why do you feel that Franklin "felt awfully to be leaving [Groton] for good?" p. 44
4. St. George only mentions his parents briefly in this section. Why do you think this is? P. 44
5. What was the most important thing Franklin learned while at Groton. P. 44
6. Why did the author not go into details about FDR's presidency? P. 44

Post Reading:

1. Share afterword about presidency and talk about Franklin's contracting of polio, terms in office, programs, etc.
2. Franklin found his "limelight" by helping others and being in the school play. Where do you shine? Write a poem or rap telling about your "awesomeness." You can use any form of poem you choose.

Vocabulary

- Estate- p. 2- a piece of land or property with a large or fancy house upon it
- Doted-p 2-to give excessive love or fondness for
- Bulkhead- p. 5 -in boat terms, a wall-like part inside of a ship to make it watertight, divide space or make the boat stronger
- Toboggan- p. 10- a long sled with handrails on the side
- Governess- p. 10-a woman in charge of a child's upbringing and education; nanny
- Mineral springs- p. 19- a natural spring of water that contains a large amount of dissolved minerals thought to be used in healing
- Formidable-p. 23-causing fear or dread; powerful
- By wingo-p. 22-old expression similar to "by golly"
- Piercing- p. 25-appearing to gaze deeply or penetratingly into something
- Tone- p. 30-popular character or style, manners or behavior
- Pulpit- p. 31- raised platform in a church where sermon is delivered
- Strode- p. 31-to walk with long steps
- Debates- p. 34-a public discussion where both sides of an argument are presented
- Vigorous- p. 35-strong and active
- Bully-p. 36-an old expression to mean good or well done
- Topsy-turvy- p. 37- in a state of confusion or disorder
- Humdinger- p. 39- a remarkable person, thing, action or statement
- Pince-nez-p. 42-a pair of glasses held onto the nose by a small spring
- Limelight-p. 42-center of attention
- Tickled-p. 43-excited

Indiana Academic Standards

Language Arts: 4.1.7, 4.2.8, 4.2.3, 4.2.9, 4.2.5, 4.2.6, 4.3.2, 4.3.3, 4.3.6,
5.1.4, 5.1.6, 5.3.2, 5.3.4, 5.5.1, 5.5.4, 5.7.4,
6.1.4, 6.2.7, 6.3.1, 6.3.2, 6.3.6, 6.3.9,

Social Studies: 5.2.6, 5.2.7

Anticipation Statements



Student
Thinking-
Anticipation/
Reflection

Name _____

Date _____

BEFORE		<i>Make Your Mark, Franklin Roosevelt</i>	AFTER	
Agree	Dis-agree		Agree	Dis-agree
		Learning about history is all about memorizing names, places and dates.		
		Leaders are naturally born.		
		I am being influenced every day by people and events around me.		
		I've tried to do something secretly behind my parents' backs...I won't tell!		
		Parents are always good role models.		
		Theodore "Teddy" Roosevelt was just a guy on a horse in the movie <i>Night at the Museum</i> .		

Pick one of the statements above and write a short reflection. Why did your opinion change or not?

Read-Alouds

Title: *Make Your Mark, Franklin Roosevelt*

Author: Judith St. George

Read Aloud 1 : p. 15

"Mummie, if I didn't give orders, nothing would happen."

Pre-reading: Have you ever known somebody bossy? How does this make you feel when you get bossed around? Do you like to be around people like this?

Post-reading: How might an attitude like this be helpful to somebody who is a leader? How might it be harmful?

Read Aloud 2: p. 31

Franklin beginning to fit in at school and the words from the Rector, "Go out and serve the world...serve other people, the church and especially our country, maybe as governors or senators."

Pre-reading: Do something as simple as words influence us? How? Do they have to be spoken by a "hero" in order to "get us"?

Post-reading: As a whole group discuss how the words of Rector "got to" Franklin, starting to cause an inner conflict. Why is he conflicted? How might this be difficult for him?

Read Aloud 3: p. 39

"If a man has courage, goodness, and brains, no limit can be placed to the greatness of the work he may accomplish. He is the man needed today in politics." -Theodore Roosevelt

Pre-reading: Take out your bubble map from the first chapter when we listed attributes of a President/leader. Listen as passage is read and see if any of the adjectives we listed are ones mentioned by Theodore Roosevelt.

Post-reading: Add any additional words to your map in RED ink. What influence did Cousin Teddy's words have on Franklin?

If You Liked....Then You'll LOVE....

Also by Judith St. George

The Duel-NEW for 2009-True story of Alexander Hamilton and Aaron Burr who have similar up-bringsings as children. Their misunderstandings lead up to a tragic duel. In this "dual" biography, history CAN be more exciting than fiction.

The Ghost, the White House and Me-Story of Kaykay Granger whose mother was just elected president. Kaykay and her sister discover that Lincoln's ghost *really* could be haunting the Lincoln bedroom. Can the girls handle the truth?

Stand Tall, Abe Lincoln-St. George follows Abe Lincoln's humble beginnings in Indiana and Kentucky and the major moments which affect his life. The childhood story of one of our most beloved and infamous Presidents!

So You Want to be President?-A fun look at the "motley crew" of men have gone on to become America's "leading men". Includes fun facts, short biographies and Caldecott winning caricature drawings help me this book a fun look into history.

By Other Authors

What Do You Do With a Tail Like This? by Steve Jenkins-Jenkins takes scientific animal facts and gives them a fun twist. For example, if you are an elephant, you give yourself a bath with your note. Geared for students 5-9, there is a section in the back which might interest older readers. A Caldecott honor book.

When I Was Young and in the Mountains, by Cynthia Rylant-Ryland tells of her childhood growing up in the Appalachian Mountains with her grandmother. Rylant tells of simple pleasures such as swimming in a swimming hole and dead snakes.

Booker T. Washington-Teacher, Speaker and Leader-Suzanne Slade-Booker T. Washington always loved school. Even though he was born into slavery, Booker found ways to learn. Find out how Booker T. Washington became a leader in the African American community.— summary taken from Amazon.com

Bully for You, Teddy Roosevelt-by Jean Fritz-Read about fifth cousin Theodore "Teddy" Roosevelt in this biography about the 26th American president.

Cross Curricular Connections

Art and Language:

Valentines for Veterans

Since February is often thought of as Presidential and Valentine month, we will combine these two holidays into one activity. Create a Valentine card or note of thanks for a sailor currently serving on the USS Franklin and Eleanor Roosevelt. Be sure you include your sincere thanks and gratitude.

Standards Language: 5.5.4

Math:

Electoral College

Play the Algebra Election / Electoral College game from the [Everyday Math] math kits in pairs. How many votes in all must one team have to win the game?

Standards Math: DM 5.1, 5.3.1
Social Studies: 5.2.6

Book Activities

As we enter into the month of February, we will begin our research on presidents. You will be expected to locate interesting information and fun facts, as well as pertinent information on your president. You will need to discover what your president was *really* like- as a human being. For example: did you know that George Washington had big muscles, big moves (always elegant and powerful), and big feet (size thirteen)?

Although we have resources in the classroom you may use, it may be helpful to check the public library. You will use the information you locate to help you prepare for the following two requirements:

Point-of-View Research Paper

Presidential Report

This is an individual activity done during class/at home

Directions:

- You will be expected to give a brief oral presentation to the class in first person narrative. This means that you will talk as if you are your president. for example: "Hello ladies and gentlemen. My name is James Abram Garfield and I am here today to share some highlights of my life."
- Although you may use one index card with some notes, you should NOT read your presentation. We are hoping you become an "expert" on your president. Practice is crucial and will help you feel more comfortable in front of the class. Think about what will keep the attention of your audience.
- Although the audience will need to know when you president served, you should not "over-do it" with dates. Tell us about some of the interesting and fun facts. The presentation should last approximately five minutes.
- You will be given extra credit if you dress as your president or bring in a prop relevant to your president. For example: William Taft was the first president to take up golf and the first to throw the ceremonial ball that opens baseball season. A person posing as Taft might bring in a golf club or a baseball as his/her prop.

Indiana Language Standards-5.5.1

Presentation-Rough Rubric

Criteria:

(4 points possible in each category)

Eye Contact _____

Speaker is not reading directly from note card. Speaker looks at audience when presenting information.

Voice _____

Speaker's voice is easy to hear. Speaker uses inflection when presenting.

First-Person Narrative _____

Speaker is presenting as if he/she were the president.

Preparation _____

Speaker is well prepared and has obviously practiced presentation. Speaker included many interesting/fun facts.

EXTRA CREDIT:

(Speaker dressed as president and/or brought a prop of relevance.) _____

TOTAL POINTS: _____

LETTER GRADE: _____

Book Activities

Art

Presidential Puppet

This is an individual activity done at home

Directions:

- Create and design a puppet of your president. We will discuss different types of puppets in class. Examples include sock puppets, rod puppets, stick puppets, marionettes, finger puppets, paper mache, etc. Be Creative!! Do not cut out a picture of your president and glue it on. Do not purchase a pre-made puppet. If your president had a beard, think about what types of material you could use to add a beard to your puppet.
- Try to dress your puppet in clothing of the time period. Did your president have freckles? Wear a wig? A hat? Glasses?
- Your puppet should also be holding a prop of relevance. For example: Thomas Jefferson's most significant achievement as president was the Louisiana Purchase, which doubled the size of the United States. A puppet of Jefferson may show him holding a paper document with the words "Louisiana Purchase" written on it. Another example: Lyndon Johnson loved to talk so much that he had phones installed everywhere, including all of his cars, boats, planes, and swimming pools (which had special rafts for floating phones). A puppet of Johnson may show him gabbing on a telephone. Again, we are counting on you to think creatively!

Indiana Language Standards-2.8.4

Puppet-Rough Rubric

Criteria:

(4 points possible in each category)

Creativity/Originality _____

Puppet is creative and original in design.

Neatness _____

Student spent time and effort on puppet design.

Following Directions _____

Student followed specific instructions on *President Project Expectations* sheet. Student remembered to include a prop of relevance on puppet.

Thematic Resources

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THEME: Self-discovery

Self-discovery games

Web Resources: <http://www.gamesforgroups.com/selfesteemgames.htm>

An interactive website which helps children to emphasize their personal strengths and promotes thinking of others. Ties in perfectly with the story, as one game is "Campaign Craze" and the other is "Gifts from the Heart". Encourages participation and small group discussion.

THEME: Peer Pressure

Kids Health Articles on Peer Pressure

Web Resources: http://kidshealth.org/kid/feeling/friend/peer_pressure.html

Article in age appropriate language which defines peer pressure and what you can do to do the right thing.

THEME: Self-Conflict:

Thoughtful Quote to Get Discussion Started About Self-Conflict

Web Resources: <http://www.answers.com/topic/self-conflict>

Quote by Sir Frederick Browning to begin discussion about inner conflicts.

Conflict Resolution "Worksheet"

<http://www.reallygoodstuff.com/pdfs/145694.pdf>

Worksheet on page 3 can be adapted with pre-fab scenarios about an inner conflict and steps which can be taken to help children work through or resolve their inner turmoil.

Resources I Used

Author's Homepage:

“Judith S. George ”

www.judithstgeorge.com-helpful with biographical information and books written, but not much more informative than that.

Dictionary.com

www.dictionary.com

Douglas MacArthur Elementary School Destiny link

(link to school library)

<http://destiny.msdp.k12.in.us/common/welcome.jsp;jsessionid=D312D7E311BD430470734E0531C5606C?site=106>

Hudson Valley Library Page:

<http://www.teachingthehudsonvalley.org/About-THV/Announcements/Books-Music-for-Kids.html>

Publisher's webpage:

Philomel Books-a division of Penguin Young Readers Group

<http://us.penguin.com/static/pages/publishers/yr/philomel.html>

NOT HELPFUL AT ALL!

Publisher's webpage for the author or author's books:

Penguin/Philomel's website for the author

<http://us.penguin.com/nf/Author/AuthorPage/0,,1000030383,00.html>

NOT HELPFUL AT ALL!

Scholastic Book Club website

http://www2.scholastic.com/browse/contributor.jsp?id=165141&FullBreadCrumb=%3Ca+href%3D%22http%3A%2F%2Fwww2.scholastic.com%2Fbrowse%2Fsearch%2F%3Fquery%3Djudith%2Bst.%2Bgeorge%2B%26Ntt%3Djudith%2Bst.%2Bgeorge%2B%26Ntk%3DSCHL30_SI%26Ntx%3Dmode%2Bmatchallpartial%26N%3D0%26_N%3Dfff%22+class%3D%22endecaAll%22%3EAll+Results%3C%2Fa%3E

St. George, *Make Your Mark, Franklin Roosevelt*, Philomel Books, 2007

White House Website

www.whitehouse.gov