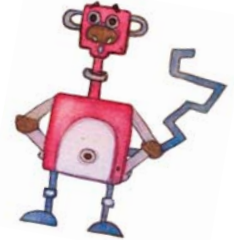


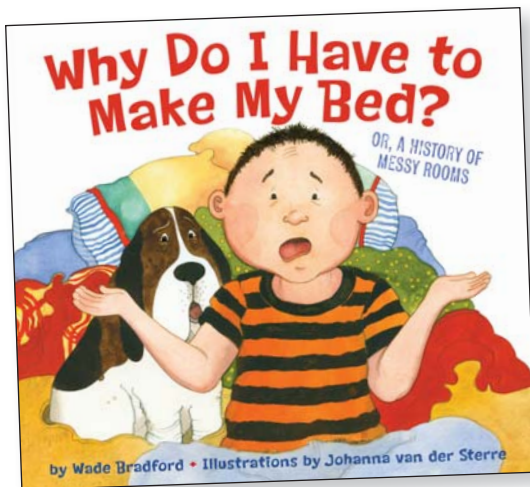
WHY DO I HAVE TO MAKE MY BED?

Or, a History of Messy Rooms

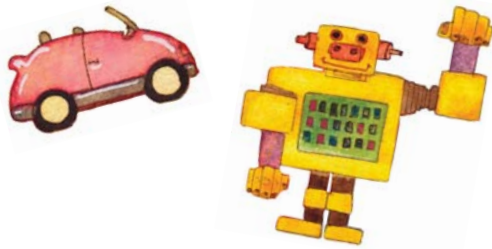
by Wade Bradford • illustrations by Johanna van der Sterre
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“Aw, Mom! Do I *have to*??”



It’s been the same story for generations—children have always had chores to do to help the household run smoothly—and they’ve always complained about doing them! Wade Bradford takes readers on a humorous journey through the centuries to see how bed-making has evolved throughout history. Using examples of household tasks that might have been performed in colonial America, during the Middle Ages, by Vikings, and even back to prehistoric times, this clever examination of chore lore eventually reveals the answer to the age-old question, “Why do I have to make my bed?” (Hint: Mothers have *always* had a ready response!)



WADE BRADFORD is a Los Angeles–based teacher, journalist, playwright, and screenwriter with over twenty published children’s plays to his credit. *Why Do I Have to Make My Bed?* is his first children’s book. Learn more about his life and work at WadeBradford.com.

JOHANNA VAN DER STERRE graduated with an MFA in Illustration from the Savannah College of Art and Design. She is the illustrator of *Mendel’s Accordion*, which was named a 2008 Notable Book by the Association of Jewish Libraries. She lives in upstate New York with her family. Learn more about her life and work at JohannavanderSterre.com.

This curriculum guide was created by **LEIGH COURTNEY**, Ph.D. She teaches first and second grade in the Global Education program at a public elementary school in San Diego, California. She holds both master’s and doctoral degrees in education, with an emphasis on curriculum and instruction.





BEFORE READING

- As a class, brainstorm a list of things around the house that the students' parents repeatedly ask them to do. Have each student pick one item from the list to illustrate. Share the illustrations with the class and lead a discussion about how parents' constant reminders about completing chores make the students feel. Does everyone in the class have similar chores? Do they feel the same way or differently when they are reminded to do their chores? Why do they think their parents give them chores to do?
- Have the students ask their parents, grandparents, and older family friends what types of chores they did when they were children. Share those findings in a class discussion.

DISCUSSION QUESTIONS

After reading *Why Do I Have to Make My Bed?*, discuss the following questions:

- Besides having to make their beds, what chores do the children in the story have to do? How do they compare with your chores? What era's chores seemed most different from yours?
- Were you surprised by any of the chores assigned to the children in the story? Did any of their chores seem like they'd be fun?
- If you could switch places with one of the children in the story, which era would you choose? Why?

AFTER READING

- Sometimes people are resistant to doing a chore because they find the chore difficult. Using the worksheets on pages 4 and 5, design a brief “how to” book describing how to make a bed. Create illustrations and descriptive sentences that show how to make a bed using your step-by-step directions. Use words like *first*, *next*, and *finally* when writing your steps. Once you have the steps completed, cut the pages where indicated and put your book in order. Staple along the left side to bind your book.
- In each period of history, the author describes how the child feels about making his bed by using a simile or comparison: “ruffled as a hen,” “bothersome as a badger,” “mad as a wet cat.” Think of how you feel when asked to do chores either that you do not want to do (pulling weeds in the garden) or enjoy (walking your dog). Choose one of these strong feelings and create a simile for it. Write your comparison on the simile worksheet (guide page 6) and create torn paper artwork to accompany your simile using colored construction paper and glue (but no scissors!). Create a “Simile City” bulletin board or display area in your classroom for the finished pieces.
- Using vocabulary from the story, work in groups of three to four students to create a vocabulary skit dramatizing the meaning of the selected word. Each group will be assigned a vocabulary word from the story and will then work together to create a short skit that demonstrates the definition of the word. In what context would you use your word? Can you create a skit that uses the word and shows the class what it means? Suggested vocabulary from the story to use in the vocabulary skits:

cantankerous	sheared	tunic	linen	bothersome
fetched	sacred	caribou	plague	stalagmites

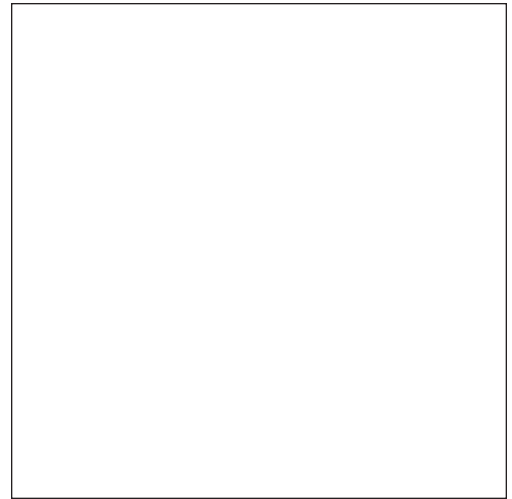
- *Why Do I Have to Make My Bed?* stretches across many centuries. Divide your class into small research teams to find out a few facts about children’s lives in each time period presented in the book. The information pages, “Chores Through the Ages,” at the back of the book can serve as a reference tool for the research groups. Have the children design fact cards on 4" x 6" index cards to present their findings. The fact cards should be illustrated and include a caption with the fact (see sample card, guide page 8). Stretch sturdy string or a clothesline in the classroom. Have the research teams use clothespins to attach their fact cards to the “timeline” in the correct chronological order. Then students may walk the timeline from early people to the present day to learn more about the lives of children through the centuries.
- In the story, author Wade Bradford creates chores for the children based on typical activities and lifestyles during each of the eras profiled in the book. Match the chore with the time period in the Name That Era worksheet (guide page 7).

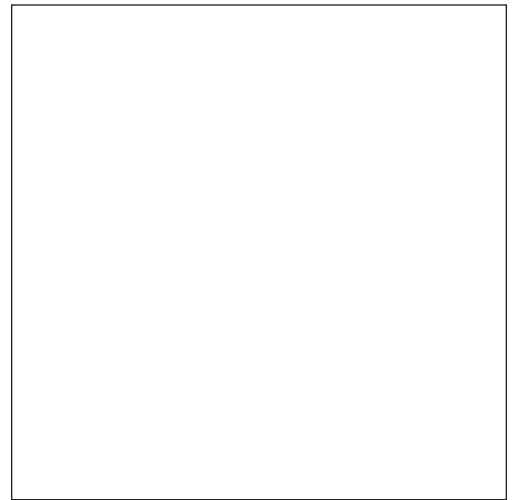


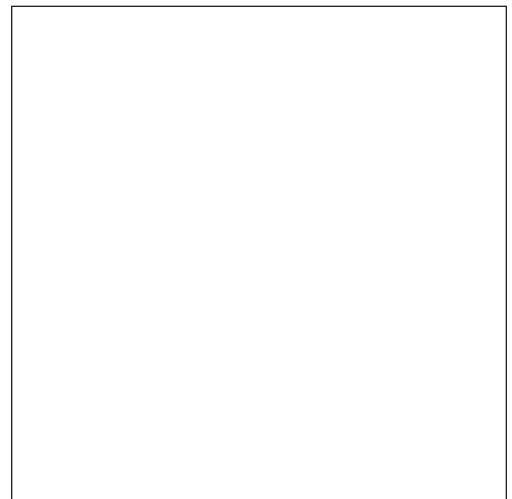


How to Make a Bed

by _____

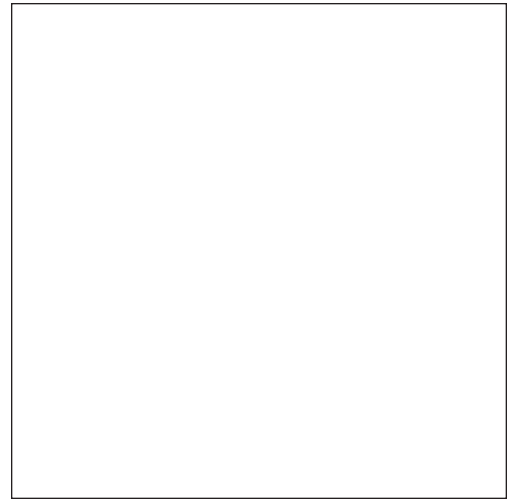




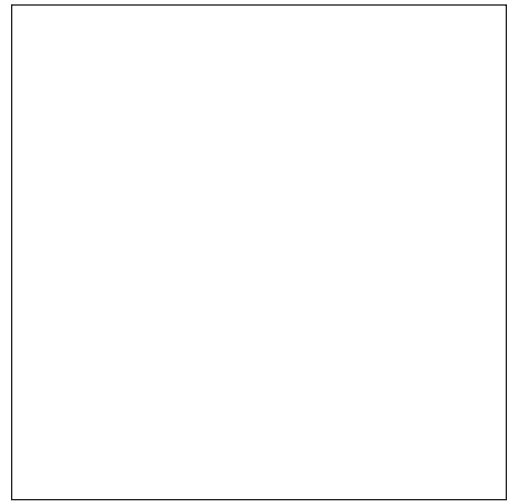


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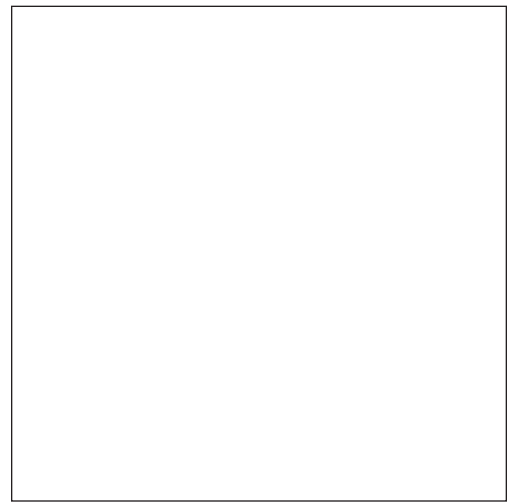
Five horizontal lines for writing.



Five horizontal lines for writing.



Five horizontal lines for writing.



Simile Worksheet

Photocopy this page as many times as you need to create one sentence for each student. Have the students fill in the blanks and glue their sentence to the top of a piece of construction paper. Beneath the sentence, have each student create torn paper artwork to accompany his/her simile using colored construction paper and glue (but no scissors!). Display the sheets in a "Simile City" section of your classroom.



I am as _____ as a _____

when my _____ asks me to _____ .

I am as _____ as a _____

when my _____ asks me to _____ .

I am as _____ as a _____

when my _____ asks me to _____ .

I am as _____ as a _____

when my _____ asks me to _____ .

I am as _____ as a _____

when my _____ asks me to _____ .

I am as _____ as a _____

when my _____ asks me to _____ .

Name That Era!

Match the chore in the first column with the era in which it may have been performed in the second column. Draw a line to connect the two.



- | | |
|---|--------------------------------|
| 1. Hung britches to dry | a. Present Day |
| 2. Fetched water from the pump | b. 1762—Colonial America |
| 3. Hunted mammoth | c. 875—The Age of the Vikings |
| 4. Milked the yak | d. 1801—Pioneer Days |
| 5. Picked up after gladiators | e. 40,000 BC—Prehistoric Times |
| 6. Put the dishes in the dishwasher | f. 1144—The Middle Ages |
| 7. Picked up my lasso, marbles, and rag dolly | g. 1911—Turn of the Century |
| 8. Dusted the Captain's spyglass | h. 121—The Roman Empire |
| 9. Patched Father's war wounds | i. 1953—The Fabulous Fifties |
| 10. Gave water to the pyramid builders | j. 1630—The New World |
| 11. Dusted my rock 'n' roll records | k. 1000 BC—Ancient Egypt |

Answers: 1. b; 2. g; 3. e; 4. f; 5. h; 6. a; 7. d; 8. j; 9. c; 10. k; 11. i

Sample Fact Card

1762

Children helped take care of the family's livestock, including collecting eggs from the henhouse.

