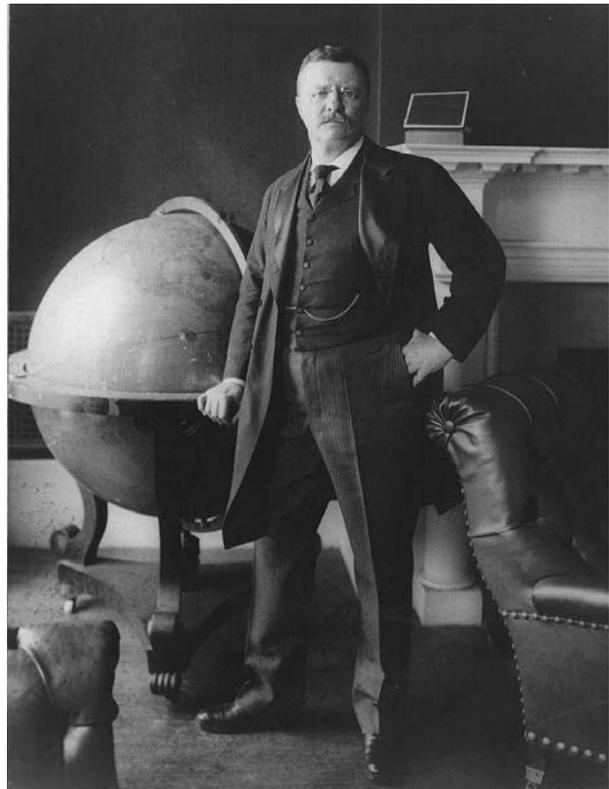




How Theodore Roosevelt Became a Leader: Childhood of an American President



Teacher Guide





Acknowledgements

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On the cover:

Photos of Theodore Roosevelt at age four (circa 1862) and after his presidency. Left: Photo copyright held by the Theodore Roosevelt Collection, Harvard College Library. Used by permission. Right: Roosevelt in 1903 at the White House. Photo courtesy of the Library of Congress.



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What Every Teacher Needs to Know

We welcome your class to **Theodore Roosevelt Birthplace National Historic Site!** The program takes place at Theodore Roosevelt Birthplace NHS, located at 28 East 20th Street on the east side of Manhattan, close to Gramercy Park.

Charge: There is no charge for this program.

Cancellation Policy: If your plans change, please contact us *as early as possible*.

Teacher and Chaperon Roles: In our program, *everyone participates*—including teachers and chaperons! You are *essential* to the success of this program. That is why we **REQUIRE one adult for every eight students** to attend with your class. Please give chaperons the **Chaperon Job Description**, found on the left side of this folder, prior to the day of the trip.

Contact Us: Please contact us at (212) 260 – 1616 if you have any questions or problems. The site is open Tuesday through Saturday from 9 AM until 5 PM.



Program Description and Objectives

Program Description

How Theodore Roosevelt Became a Leader is a 45- minute curriculum- based program for students in grade five. In two rooms, students will step back in time and dramatically reenact scenes that could have taken place when TR lived here.

Touring Theodore Roosevelt Birthplace provides educators with a powerful link between the Victorian and Gilded Ages and the Progressive Era. Roosevelt’s administration was committed to fair, honest, muscular government that protected the weak. But his belief in good government and good acts can be found in the example of his father, philanthropist Theodore Roosevelt Senior, and the intelligent, outspoken women in the Roosevelt household such as his mother, “Mittie” Roosevelt.

The information and materials that follow should help you plan for your trip and prepare your students. This dynamic program challenges students to answer the **essential (or focus) question**, “*How can someone learn to become a leader?*”

To prepare your students for their on- site experience, please review the pre- visit materials carefully and work on the activities in class. Pre- visit activities stress Roosevelt’s early life and influences. You may decide to emphasize particular aspects of his life according to your own curriculum needs. *Post- visit activities* stress Roosevelt’s later career and presidency. These will build upon what your students learn during their visit.

NOTE: The Birthplace was built to recreate an historic home. The layout of the Birthplace makes it challenging for large groups to visit. *To have an optimal education experience, please split any classes with more than 15 students into two separate groups.* While one half of the class takes the program, the other half of the class will explore the artifacts in the first and second floor exhibit areas. (The first floor exhibits focus on his adult life and political career. The second floor exhibits feature Roosevelt’s interests in life science, hunting and conservation.) Your class can also watch a 20- minute introductory film, “*Teedie*.” If you want to see the film, let us know. We can also send it to you in advance. (**NOTE: This film depicts young Roosevelt hunting and boxing with other boys.** This may distress some viewers.) After 45 minutes, the two groups will switch.

During the program, students will “turn and talk” to a neighbor as they observe different rooms and artifacts. Another activity stresses two of Roosevelt’s health problems: asthma and poor eyesight. Students will also participate in two short dramatic presentations. In one dramatic exercise, students “attend” a gathering where Roosevelt’s father helps establish the American Museum of Natural History. In another, Unionists and Confederate sympathizers debate the end of the Civil War. (Roosevelt’s own parents were deeply divided about the war. While Theodore Senior was an ardent Unionist, his wife “Mittie” was from a slaveholding family in Georgia. Her brothers worked extensively with the Confederate cause; after the war, they lived in exile in Great Britain.)

Essential (or Focus) Question: “*How can someone learn to become a leader?*”

As a cumulative activity, teachers can *use this question as an essay assignment* for students after they have completed the visit to the Birthplace, plus pre- visit and post- visit activities.

Program Objectives

After completing in- class preparation, visiting Theodore Roosevelt Birthplace NHS and conducting post- visit activities, students will be able to:

- List one physical problem affecting young “Teedie” Roosevelt and how he overcame it.
- Name two events in Roosevelt’s early life which steered him toward becoming a leader.
- Place Roosevelt’s youth in the context of American history, particularly the Civil War.



Directions via Subway to the Birthplace

- Take the 4, 5 or 6, or the N, R, Q, W or L train to 14th Street and Union Square.
- Exit near intersection of Union Square West and East 16th Street.
- Start out North on Union Square West towards East 17th Street.
- Turn left on Broadway.
- Turn right onto East 20th Street
- The site is located at 28 East 20th Street.



New York State Standards & Core Curriculum, Grade 5

From **Social Studies Standards** *and from Resource Guide with Core Curriculum*, 1999

Standard 1, History of US and New York: Roles of individuals and groups

Unit Six, Division and Reunion: Underlying Causes of the Civil War and Results of the Civil War

Unit Seven, An Industrial Society: Changes in the Social Structure, The Progressive Movement

Unit Eight, The United States as Independent Nation: Builds an Overseas Empire, Role in Global Politics

Standard 5, Civics, Citizenship and Government: Political systems, Roles of citizens

From **English Language Arts Standards** *and from Core Curriculum*, May 2005

Standard 1: Students will read, write, listen, and speak for information and understanding.

Example from Core Curriculum: Short lectures, class discussions, presentations

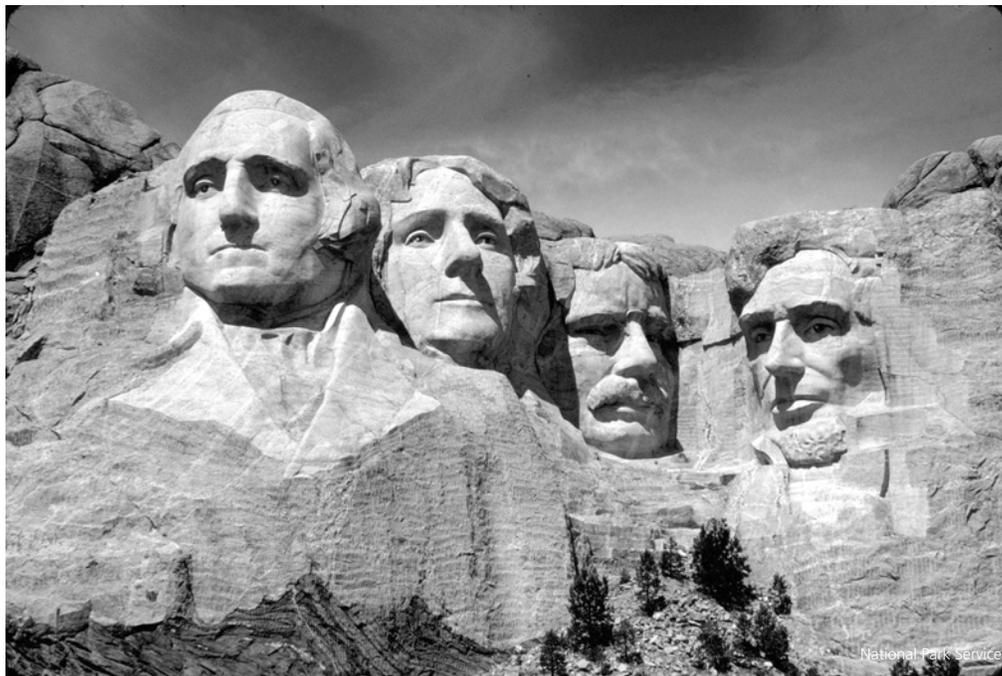
Standard 2: Students will read, write, listen, and speak for literary response and expression.

Example from Core Curriculum: Read, view and interpret plays.

From **Arts Standards**

Standard 1: Creating, Performing and Participating in the Arts

Standard 3: Responding to and Analyzing Works of Art





Chaperons: Why We Need You

Thank you for coming on this field trip to Theodore Roosevelt's Birthplace National Historic Site! We look forward to your visit.

Chaperons play a critical role during the program "*How Theodore Roosevelt Became a Leader: Childhood of an American President.*" You will help guide student visitors as they read dialog and participate in dramatic performances. Both the students and our own staff depend on you!

The teacher should assign you to a group of students. Make sure your group stays on task and help them as needed. While students will need your help to understand and follow directions, remember that *students must do the work themselves.*

Here are some suggestions for assisting students with each activity.

- Help them *read the directions and scripts.*
- *Choose students* to perform special tasks, especially reading the cards out loud.
- Make sure students say their lines when they are supposed to!
- Answer questions or bring them to the Park Ranger.
- Make sure students stay on task.

Remember, *you* need to:

- *Stay with your group at all times* and account for all students;
- *Escort students to restrooms* during the program, if needed;
- *Do not smoke* anywhere inside the building.



Library of Congress



Vocabulary

Assassin	(<i>ah- SASS- in</i>) A person who kills someone famous, like a political leader
Assassinated	(<i>ah- SASS- ih- nay- ted</i>) To kill someone famous, often for political reasons
Asthma	(<i>ASTH- muh</i>) A condition of the lungs where people suddenly have trouble breathing. Symptoms include coughing, gasping for breath, a tight feeling in the chest. Asthma can be caused by allergies, stress, or both. Asthma affects 10 million Americans.
Ball	A large, formal dance
Brownstone	A home or apartment building built with red- brown sandstone
Colonel	(<i>KER- nul</i>) A military officer whose rank is just below a brigadier general
Conservationist	(<i>kahn- sur- VAY- shun- ist</i>) Someone who cares for the environment
Found	(<i>as in "Founding Fathers"</i>) to start or organize something, like a museum
Heirlooms	(<i>AIR- looms</i>) An object that has been in the possession of a family for a long time and has been passed on from one generation to the next. Usually something valuable.
Inaugural	(<i>in- AW- gu- rul</i>) An event or ceremony at the start of something new. Usually when someone begins a powerful job, such as the Presidency.
Inauguration	(<i>in- AW- gu- RAY- shun</i>) A ceremony for someone starting a powerful job
Lithograph	(<i>LITH- o- graf</i>) To print a drawing using the lithography process
Natural resources	(<i>RE- sore- siz</i>) Things that occur in nature and which we use. Examples: wood, air, water, oil, minerals, fish in streams or ponds. However, farm products such as corn or eggs or chickens are <i>not</i> considered natural resources because we grow them.
Procession	(<i>pro- SESH- un</i>) A group of people moving together in an orderly line
Prosperity	(<i>proh- SPAIR- ih- tee</i>) Having great wealth, success or good fortune
Specimen	(<i>SPESS- ih- men</i>) A good example of its kind that can be shown to people. In science, a specimen is usually a creature that is dead and preserved in some way.
Strenuous	(<i>STREN- yoo- us</i>) A task that needs strength, energy or endurance



Pre-Visit Activity 1: Biography of Theodore Roosevelt

Read the biography below. Then draw a *timeline* of Roosevelt's life. Include major events in US history.

Theodore Roosevelt, America's 26th president, loved to exercise in the outdoors. Even as a child, he loved to hike mountains and ride horses. For three years he lived as a cowboy in the Dakota Territory. During the Spanish- American War he led soldiers into battle. He hunted lions and elephants in Africa and explored the jungles of Brazil. He told Americans to enjoy "the *strenuous* life"—a life filled with energy and effort.



Yet as a child, "Teedie" Roosevelt (*left*) was not like that at all. Instead, he was the very sick child of a very wealthy family. From his birth on October 27, 1858 until the age of 14, he lived at 28 East 20th Street with his parents, brother and two sisters. (He is the only president born and raised in New York City.)

Teedie suffered from *asthma* attacks. It could be hard for him to breathe, especially at night. He often had to stay indoors, where his aunt Anna taught him his lessons. (He never went to school.) Teedie read novels in the parlor, stuffed bird *specimens* and studied frogs and snakes in the back yard. When Teedie had asthma attacks, "I could breathe, I could sleep, when [Father] had me in his arms. My father—he got me breath, he got me lungs, strength—life."

His father, Theodore Roosevelt Senior (*right*), believed that wealthy people like himself had a duty to help others. He helped to start, or *found*, the American Museum of Natural History. Since his daughter "Bamie" (BAM- mie) suffered from problems with her spine, he raised money to build a children's hospital. Since his wife was a southerner, he did not fight during the Civil War. Instead he visited Union soldiers in their camps and strongly supported President Lincoln. On Sundays he read to his children, where each child wanted the "cubby- hole" seat next to him. Then he served dinner at the Newsboys' Lodging- House, a shelter for homeless boys. Roosevelt called his father "the best man I ever knew."



His father's words made Teedie want to change from a sickly child into a strong man: "You have the mind, but not the body, and without the help of the body the mind cannot go as far as it should... You must make your body." Teedie exercised with weights, medicine balls and "Indian" clubs. He also learned how to box at a local gym.

At 18, four years after the family moved to a new home on 57th Street, Teedie left New York City to go to Harvard College in Boston. He studied natural history and joined many clubs. In his senior year at Harvard he wrote the first of his 38 books, *The Naval War of 1812*. But tragedy struck as well when his father died. He wrote in his diary, "Oh, how little worthy I am of such a father... I wish I could do something to keep up his name."



After graduating in 1880 Roosevelt married Alice Lee, moved back to Manhattan and entered politics. At age 23, he was elected to the New York State Legislature as a "Reform Republican." But on Valentine's Day 1884 his wife Alice died, shortly after giving birth to a daughter (also named Alice). That same day, in the same house, Roosevelt's mother died. He wrote, "For joy or sorrow, my life has now been lived out."

Roosevelt quit politics, left his baby daughter with his sister Bamie and spent three years in the Dakota Territory as a cattle rancher (*left*). Roosevelt served as a sheriff, captured boat thieves and fought off bears and bullies. "Had it not been for the years spent in North Dakota," he wrote, "I would not have been President..."

He returned to New York City in 1886 just in time to run for mayor of New York City, but came in third in a three- way race. Just after the election he married his childhood friend, Edith Carow. His daughter Alice came to live with the new couple. Soon there were five more children: Theodore, Kermit, Edith, Archibald, Quentin.

All through his life, Roosevelt fought for honest government. As United States Civil Service Commissioner, he made sure that people got government jobs based on their skills, not because they had powerful friends. As New York City's Police Commissioner, he walked around the city at night, looking for police who slept on the job or who took bribes.

In 1898, during the Spanish- American War, he quit his job as Assistant Secretary of the Navy to lead an Army company of "Rough Riders" into battle (*right*). The Rough Riders won a battle on San Juan Hill in Cuba. Later that year, he was elected Governor of New York State. In 1900, the Republican Party chose him to run for Vice- President of the United States, along with President William McKinley. They won easily.



In September 1901, President McKinley was shot and killed by an *assassin*, making Roosevelt president. Only 42 years old, Roosevelt is still the youngest person ever to become a U.S. president. Roosevelt's presidency is remembered for its energy and bold actions. He signed the Food and Drug Act, built a large and powerful Navy and made an agreement to start digging the Panama Canal.

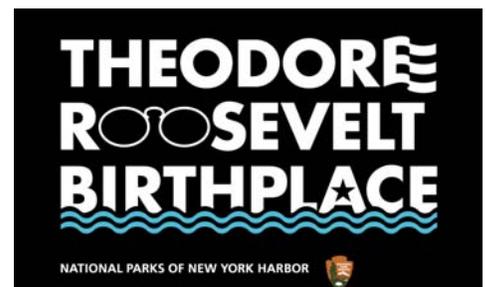
But he also knew how to make peace. He settled a strike of coal workers, getting them better wages. In 1906, he helped end the Russo- Japanese War, which earned him the Nobel Peace Prize. A nature lover and *conservationist*, he turned many natural areas into National Parks, Monuments or Forests. Roosevelt easily won his own four- year term in 1904. He served as president from 1901 to 1909. (*Left: Roosevelt in the White House.*)

He left the White House for a hunting trip to Africa, where he collected over 1,000 animal *specimens* for the Museum of Natural History. In 1912 he ran again for president, but not as a Republican. His new Progressive Party wanted voting rights for women and a shorter workday. Just before a speech in Milwaukee, Wisconsin, Roosevelt was shot in the chest. Bleeding, he gave a 90- minute speech before going to the hospital. In a three- way race, he beat President William Howard Taft but lost to Woodrow Wilson. In 1914 he trampled through the jungles of Brazil to find the source of the River of Doubt. On January 6, 1919, at age 60, Theodore Roosevelt died at Sagamore Hill, his home in Oyster Bay, Long Island (now part of the National Park Service). He is one of the four presidents carved into the side of Mount Rushmore National Memorial in South Dakota.

Theodore Roosevelt Birthplace National Historic Site

The original town house, called a *brownstone*, was built in 1848. Theodore Roosevelt lived at what is now 28 East 20th Street from his birth until he was 14. In 1872, the family moved to 6 West 57th Street. The brownstones on 20th Street were used as stores. In 1916, with Roosevelt's permission, the original building was torn down.

After Roosevelt died, his widow and two sisters formed the Women's Roosevelt Memorial Association. They rebuilt the birthplace and donated family *heirlooms* such as furniture, artwork and china. The "new" birthplace opened to the public in 1923. In 1963, the Theodore Roosevelt Association donated the house to the United States. Congress created Theodore Roosevelt Birthplace National Historic Site. It is one of six National Parks honoring the 26th President.

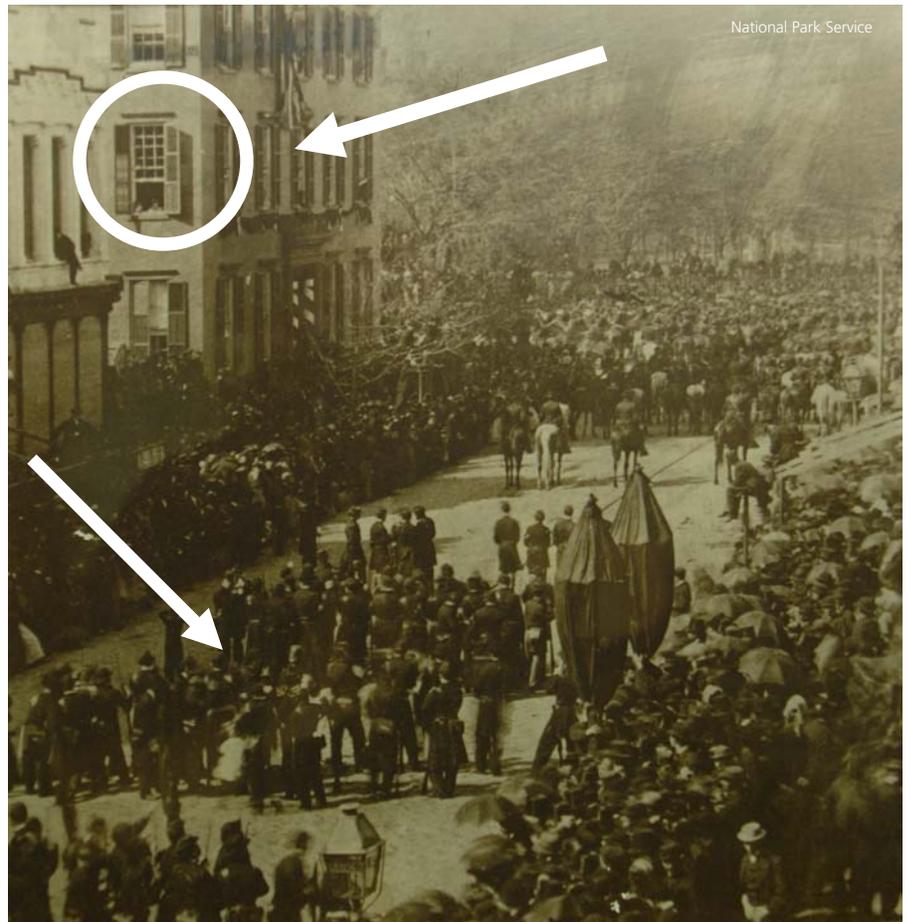




Pre-Visit Activity 2: Lincoln's Funeral Procession (DBQ)

This photograph was taken in April 1865. President Abraham Lincoln had just been murdered, or *assassinated*. The President's body was sent back his home in to Springfield, Illinois, to be buried. Along the way, the President's coffin passed through New York City.

In the circle are six- year- old Theodore Roosevelt (TR, or "Teedie") and his brother Elliot. They sit in the window of their grandfather's home, watching a *procession*—a long group of people—follow President Lincoln's casket down the street. (The other arrow points to President Lincoln's casket.) Theodore's father was a strong supporter of President Lincoln and had met with him at the White House.



Study the photo. Answer the questions.

Why would Teedie want to see this from a window and not from the ground, with everyone else?

If your favorite leader was killed, how would you feel? Would it make you want to become a leader yourself? Why or why not?

How do you think seeing this event might have made Teedie Roosevelt think about leadership?



Pre-Visit Activity 3: Washington's Inaugural Ball (DBQ)

This printed drawing is called a *lithograph*. It hung in the Roosevelt family home on 20th Street. Martha Washington is hosting a *ball*, or dance, just before George Washington became America's first president in 1789. At the time, New York City was the nation's capital. He was *inaugurated*, or became president, on Wall Street at Federal Hall (now part of the National Park Service).



Alexander Hamilton

Martha Washington

George Washington

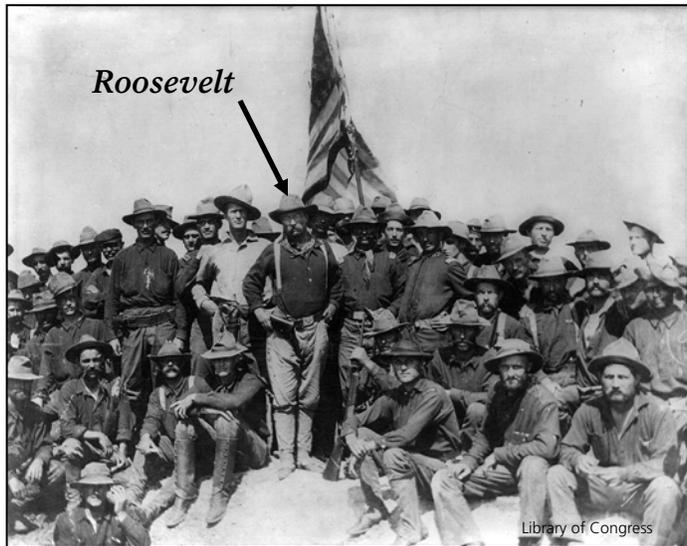
This drawing hung on the wall in the Roosevelts' *parlor*, a room for entertaining important guests. How might Theodore Roosevelt's parents have felt about George and Martha Washington?

When Roosevelt was president, he would sometimes sail down the Potomac River with his family, past George Washington's home. Roosevelt told his sons to salute the first president as they passed the home. Why do you think Roosevelt did that?



Post-Visit Activity 1: Roosevelt as a “Rough Rider” (DBQ)

On the left is a photo of Roosevelt in his military uniform. He served as an Army *colonel* [KUR- null] during the Spanish- American War in 1898. The uniform was made for him by Abercrombie & Fitch. In Cuba, he led a company of soldiers—his “Rough Riders”—in the Battle of San Juan Hill. Winning this battle made Roosevelt famous. The photo on the right was taken right after the battle. Colonel Roosevelt stands in the center, surrounded by his “Rough Riders.”



Compare the uniform Roosevelt wears in the photo on the left with the way Roosevelt is dressed in the photo on the right. List two ways he looks different in the photo on the right.

Look at the soldiers with Roosevelt. Why do you think Roosevelt called them his “Rough Riders”?

Roosevelt led these soldiers into battle. What might *he* have learned from *them* about leadership?



Post-Visit Activity 2: "Roosevelt's Guiding Spirit" (DBQ)



This drawing was made in late 1901. Theodore Roosevelt is the man with the mustache. The other man is President William McKinley. Above the sun is the word "*Prosperity*." This means having more money or nicer things than you had before.

Study the drawing. Then answer the questions below.

Look at the wheel in Roosevelt's hands. What is written on the wheel? What is Roosevelt doing?

Look *closely* at McKinley. What is he doing? What is odd about his arm? Why did the artist draw McKinley that way?

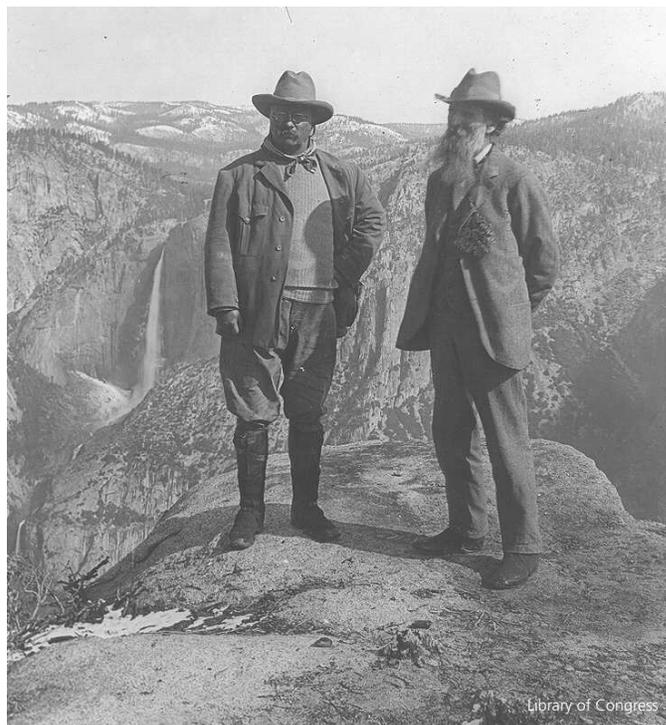


Post-Visit Activity 3: The “Conservation President” (DBQ)

Theodore Roosevelt enjoyed what he called “the *strenuous* life.” He spent many days outdoors hiking, camping, swimming, hunting and fishing. He also knew that the nation needed *natural resources* like wood, fuel and minerals. But unlike most presidents before him, Roosevelt also listened to *conservationists* like John Muir, who wanted to set aside natural areas. He said:

“We have become great because of... our resources. But... what will happen when our forests are gone, when the coal, the iron, the oil, and the gas are exhausted, when the soils have... washed into the streams, polluting the rivers...”

During his presidency, Roosevelt set aside almost 230 *million* acres of the United States, including five National Parks, 18 National Monuments, 150 National Forests and 51 Federal Bird Reservations.



In 1906, Roosevelt stood with John Muir in Yosemite (yo- SEM- uh- tee), which was already a National Park. Study the photo. Think about the quote above and answer the questions.

Look closely at the photo. What *natural resources* do you see? Name at least two. If Yosemite has not been preserved as a national park, what might it look like today?

Reread the quote above. How might *conservation* of natural areas affect people who live in the cities?

Over his lifetime, Roosevelt hunted thousands of birds and animals. (Many of his *specimens* are at the American Museum of Natural History.) Why would a hunter think of himself as a *conservationist*?



Further Research: Books, Videos, Websites

Literacy-Based Learning: Books Students Can Read

Theodore Roosevelt: America's 26th President by John Gable Allen, Eastern National, 2003.

The Boyhood Diary of Theodore Roosevelt (1869- 1870), Capstone Press, 2001.

Bully For You, Theodore Roosevelt by Jean Fritz, GE Putnam Sons, 1991.

Books for Teachers

Mornings on Horseback by David McCullough, Simon and Schuster, 1981.

Theodore Roosevelt: A Life by Nathan Miller, Harper Collins, 1992.

The Rise of Theodore Roosevelt (1979) and *Theodore Rex* (2002) by Edmund Morris, Modern Library.

A Strenuous Life by Kathleen Dalton, Random House, 2002.

Videos (for adults, but may be excerpted for classroom use)

The American Experience: TR, The Story of Theodore Roosevelt, PBS Home Video, 2006.

Biography: Theodore Roosevelt, Roughrider to Rushmore, A&E/History Channel, 2000.

Theodore Roosevelt: An American Lion, A&E/History Channel, 2003.

Web Sites

Theodore Roosevelt Association: Website includes lesson plans, activities for children. Owns copyrights for most photos used in this teacher guide. <http://www.theodoreroosevelt.org/>

Houghton Library at Harvard University: The Theodore Roosevelt Collection preserves personal papers and photos of the 26th president. <http://hcl.harvard.edu/libraries/houghton/collections/roosevelt.html>

National Parks honoring Theodore Roosevelt:

Theodore Roosevelt Birthplace National Historic Site	http://www.nps.gov/thrb
Sagamore Hill National Historic Site (TR's adult home)	http://www.nps.gov/sahi
Theodore Roosevelt Inaugural National Historic Site	http://www.nps.gov/thri
Mount Rushmore National Memorial	http://www.nps.gov/moru
Theodore Roosevelt National Park	http://www.nps.gov/thro
Theodore Roosevelt Island Park	http://www.nps.gov/this

Library of Congress:

Activities for children <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/presidents/roosevelt>

Photos, selections from diaries, letters <http://lcweb2.loc.gov/ammem/trhtml/trhome.html>

American Museum of Natural History: Founded by Roosevelt's father, the museum now features the Roosevelt Rotunda, a statue of the President and several specimens from his hunting trips. www.amnh.org