

Theodore Roosevelt
1899



Theodore Roosevelt

**THEODORE ROOSEVELT
AND
RESPONSIBLE CITIZENSHIP
TEACHER'S MANUAL FOR CLASS ACTIVITIES
REVISED EDITION**

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Preface

Theodore Roosevelt and Responsible Citizenship is a teacher's guide with creative and interdisciplinary activities aimed at grades 5-8. It is an updated version of the original 1957 teacher's manual of activities of the same name which was published by the Theodore Roosevelt Association as part of the centennial celebration of Roosevelt's birth. The manual provides teachers with themes, ideas and activities to integrate the history, life, important issues and accomplishments of Theodore Roosevelt into their curriculum. A revised edition was published in 1962. Now, 50 years later, the Theodore Roosevelt Association, in partnership with the National Park Service, is pleased to offer this updated guide to help meet the needs of today's teachers.

It is well known that students learn best through creative, hands-on experiences that allow them to go deeper into the content being studied. Each activity in this guide is designed with this in mind. Each lesson also includes appropriate New York state standards to help teachers plan out the learning objectives for their subject areas. Teachers are encouraged to pick and choose activities that may best fit into their teaching unit.

This manual has been designed for teachers by teachers. The staff at Sagamore Hill National Site and the Theodore Roosevelt Association has worked in partnership on this project and hope that Theodore Roosevelt will come alive in your classroom.

July 2009

Learning Standards for Social Studies at Three Levels

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Activity #1: The Road to Active Citizenship



- 1) **Content Area:** Political Science, History and Law
- 2) **New York State Learning Standards:** History of the United States and New York (#1), Economics (#4), Civics, Citizenship and Government (#5)
- 3) **Procedures:**
 - a) Many citizens believe as TR believed that every citizen should in some way be an active citizen. This is to say, “That every citizen needs to be an active participant in our democracy and not a passive observer.” Accordingly, the teacher will first discuss this quote with their students in order to prepare them for the next step which is to set up a “Department of Civic Responsibility.”
 - b) The teacher will inform their students that they have been appointed the **Commissioner of the Department of Civic Responsibility**. Their first task will be to coordinate the following program just signed into law by the President which states the following: (This task can be done individually or in a group)

“All Americans upon reaching the age of 18 must register with the Department of Civic Responsibility in order to fulfill the requirements under federal law which requires them to take one of the following opportunities for a period of two years based on their physical and academic fitness.”

- Which jobs would you establish for 18 year-olds so that they could fulfill their requirements under this law?
- Which one would you select if you were an 18 year-old and why?



Activity#1: The Road to Active Citizenship
List of Official Opportunities

Opportunity #1:

Explanation of opportunity:

Opportunity #2:

Explanation of opportunity:

4) **Procedures: Post Activity:**

- a) Upon the preference of the teacher a **post- activity discussion** should be held to allow students to defend and explain their choices. This could be done individually or in groups.
- b) The teacher could have the students put these opportunities on poster paper and place them around the room so other students could see them.

Activity #2: Citizenship and Our Environment



- 1) **Content Area:** History of our national parks and monuments, environmental issues and responsibilities of citizenship.
- 2) **New York State Learning Standards:** History of the United States and New York (#1), Geography (#3) and Civics, Citizenship and Government (#4)
- 3) **Procedures:**
 - a) The class can discuss what treasured personal item each of them would want to keep and pass on to their children. Why is it treasured? The students could bring in a picture of the object. How would they protect it in order to preserve it?
 - b) Teachers will review and select a section from Ken Burns/Florentine Films; **“The National Parks: America’s Best Idea.”** for student viewing. After viewing the DVD, the students can be asked what they think the message of the series was. The teacher can ask if they have visited a national park. If so, did they notice the problems that were presented in the series or any other problems? What would be their solutions to improve these problems to help preserve the parks for future generations? If they have not visited a park as yet, they can keep these questions in mind for their visits in the future.
 - c) Why did Theodore Roosevelt keep many of our country’s wild areas preserved for future generations? How did he accomplish this?
 - d) One activity teachers may consider is to create an advertisement for a particular national park that a student would like to visit. An example could be the use of media, esthetic artistic skills and public speaking skills. If using media outlets you may consider using programs such as Movie Maker, Power Point and Adobe Photoshop.
 - e) As a citizen of the United States what specific areas not yet designated as a national or state park, wilderness preserve or monument would you like to be so designated so future generations can have the opportunity to see our rich national, cultural and historical heritage. State reasons for your choices.
 - f) As a culminating project have your students create a portfolio of photos of the area they want to be preserved with captions beneath each selected photo so as to bring across their point why that area needs to be preserved. This could be done as a “PowerPoint” presentation if the student so desired. Websites that students can use for their projects: Filmmaker Ken Burns: www.pbs.org/kenburns/
National Park Service: www.nps.gov/index.htm



Activity #3: If I Were Living in the White House

- 1) **Content Area:** Family Life and Principles of Citizenship
- 2) **New York State Learning Standards:** Civics, Citizenship and Government (#5)
- 3) **Procedures:**
 - a) You have moved with your family into the White House. How would your daily life change as a son or daughter of the President in the White House? Think about these aspects of your life that would change: school, family life, friendships, worship, vacations, daily chores, public attention, travel, shopping and your behavior. In what other ways do you think your life would be different?
 - b) It has been a tradition that the First Lady of the White House take up a cause such as literacy, getting kids to stay in school and anti-drug programs. Mrs. Obama has planted a “green” garden! President Bush’s daughters wrote books for children. Theodore Roosevelt’s sons joined the military during times of war. What cause would you take up to better the lives of your fellow citizens? Teachers might consider adding a project for their students to perform a local task to learn civic leadership and support for local communities. (ex. clean a local park or plant a garden in a local community)



Activity #3: If I Were Living in the White House



4) Procedures- Additional Activity Options:

- a) Write a letter to one of President Obama's daughters and ask how she likes living in the White House.
- b) Write a letter to the Secret Service asking how they allow children of a president to live a normal life while residing in the White House.
- c) Interview your school principal and ask him/her how he/she would deal with having a son or daughter of the President of the United States in their school.
- d) Write a letter to any of the children of former presidents asking them how it was living in the White House as a son or daughter of the President of the United States. You could ask them what causes they were involved in while living in the White House as well.



Activity #4: Overcoming an Obstacle

- 1) **Content Area:** Citizenship and History
- 2) **New York State Learning Standards:** History of the United States and New York (#1), Civics, Citizenship and Government (#5)
- 3) **Procedures:**
 - a) The teacher should instruct the students to read the following short narrative about Theodore Roosevelt titled “TR: Overcoming the Challenges in His Life” to demonstrate how he was an excellent model in history of how one can overcome obstacles in one’s personal life:



“TR: Overcoming the Challenges in His Life”

Theodore Roosevelt as a young boy had suffered from asthma. His father said to him, “Theodore, you have the mind but not the body.” So his father encouraged him to build himself up by daily exercise. It is amazing to note that not only did Theodore Roosevelt reduce the frequency of his asthmatic attacks but he eventually became a



successful member of the Harvard boxing team!

Theodore Roosevelt overcame his asthma as a young boy, but as an adult he would be presented with the most difficult emotional challenge of his life. Theodore has just received wonderful news that his wife has presented him with a beautiful daughter whom they named Alice. But a few days later, he got a message to hurry home, would the ultimate mother pass succumb



Activity #4: Overcoming an Obstacle

to her battle with Bright's disease, a kidney failure. Just imagine losing your mother and your wife on the same day in the same house on, of all days, Valentine's Day! Theodore Roosevelt wrote in his diary on that horrible day, "The light has gone out of my life forever."

So now what does Theodore Roosevelt do?



Theodore goes out west to become a rancher. He loves

the Dakota Territory and his life in Medora, North Dakota.

He makes many friends and just enjoys this magnificent part of the old west. The time he spent in Medora allowed him to clear his mind so he could plan out what he wanted to do with the rest of his life. He returned to New York and continued his political career. So you can see that he never gave up or felt sorry for himself. He went on with his life and, in doing so, became a role model for all of us.

- b) Write a narrative of your own where you describe someone from history or even someone you know (a family member, friend or neighbor) who has overcome a severe obstacle and gone on to have a successful life.

4) **Procedures - Additional activity options:**

- a) There are many famous people who have overcome some major obstacle in their life that have made them who they are today. Some of the obstacles are emotional and others are physical. Look at the following list and see if you can find what these famous and accomplished people had to overcome in their lives:

Franklin Roosevelt, George Washington, Alexander Hamilton, Governor Morris, Itzhak Perlman, Abraham Lincoln, Cesar Chavez, Sojourner Truth, Dr. Martin Luther King, Christopher Reeve, Ray Charles and Helen Keller.

- b) Can you think of more?
 c) Research the "Americans with Disabilities Act of 1990." How does this legislation help people with disabilities today?



Activity # 5: Creating a Presidential Magazine Cover and Article



- 1) **Content Area:** History, Communications
- 2) **New York State Learning Standards:** History of the United States and New York (#1), Civics, Citizenship and Government (#5)
- 3) **Procedures:**
 - a) The teacher should use the example included in this packet. Copies should be made to hand out to each student.
 - b) A discussion should be held that will allow the students to list and understand the various jobs that Theodore Roosevelt held in his life of public service. (see bibliography and list of internet sources for appropriate level materials)
 - c) **Cover**
 - The title of the magazine should be in bold letters (ex: **TIME** magazine).
 - Include a picture of the President (can be drawn or a photo).
 - There should be at least five aspects of his life on the cover. These should be clearly stated in pictorial form. Students should be encouraged to draw but photos could be used as well.
 - A date should be placed on the cover as well as the words “**Special Edition.**”
 - d) **Article**
 - A title of the article should be clearly written at the top of the page.
 - The article should be about some aspect of Theodore Roosevelt’s life in public service. Examples considered ranges from Police Commissioner of New York City, Civil Service Commissioner, Assistant Secretary of the Navy, President etc.
 - The article may have a drawing, photo or cartoon if appropriate.
 - The article may be stained to make it appear that it was from the turn of the century. Wet tea bags or coffee grinds could be used. The teacher should note that the staining of the paper should be done prior to writing the article. In addition the teacher should warn the student to not burn the edges for the obvious risks involved.
 - The article should be at least one page in length double spaced.

Activity #6: Create a Poster

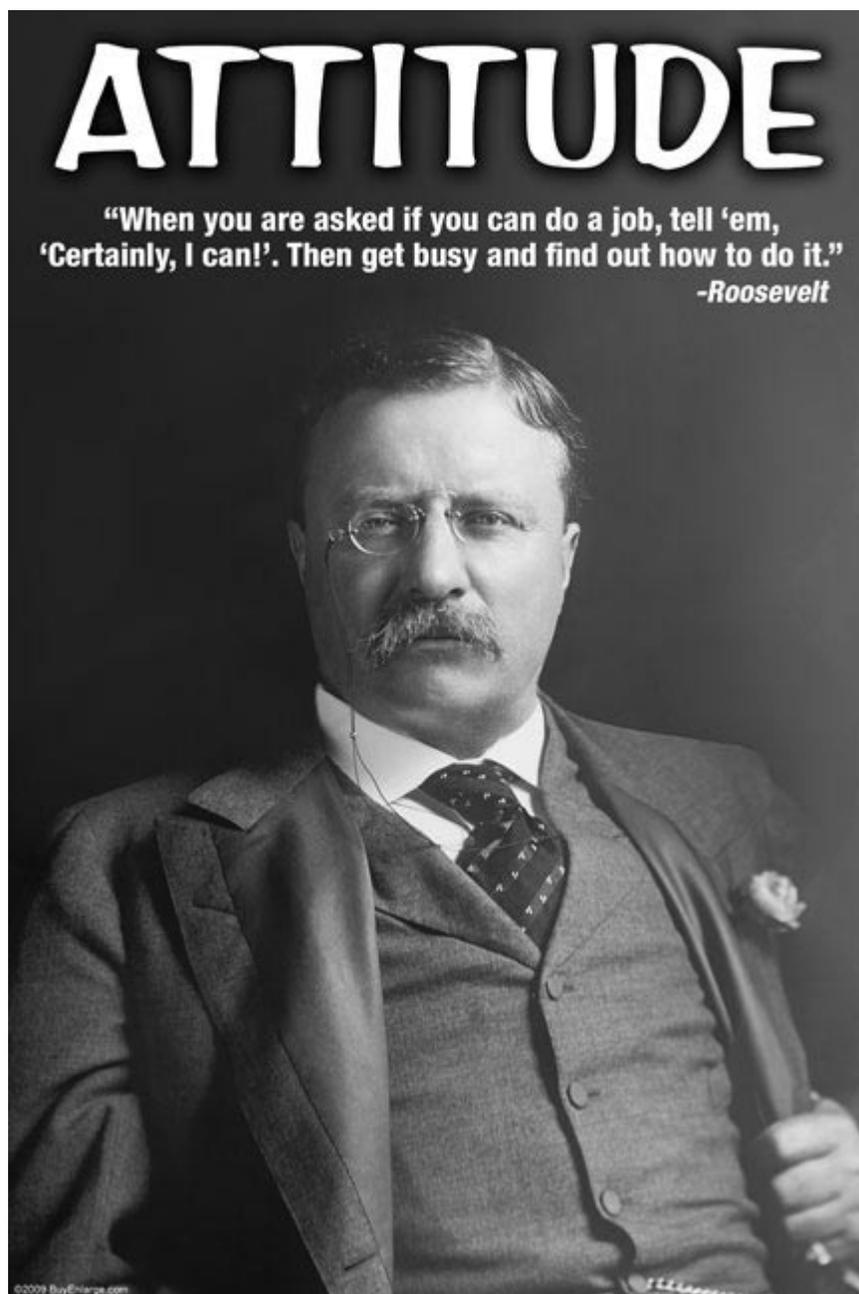


- 1) **Content:** History and Art
- 2) **New York State Learning Standards:** History of the United States and New York (#1), Civics, Citizenship and Government (#5)
- 3) **Procedures:**
 - a) During World War I the United States tried to inspire American citizens to join our country's armed forces by posters and other media of the time. One famous picture was the one that read "I Want You!" with a picture of the now famous figure Uncle Sam. It combined words and pictures very vividly. Along with this example teachers can provide examples of other posters using various media to display and discuss the use and effect this may have had on recruitment and inspiring the United States during the war.
 - b) Theodore Roosevelt also used words very effectively to inspire people. He was a good man who practiced what he preached. Find a quote by Theodore Roosevelt about **Public Service** or **Citizenship**.
 - c) Make your own poster about public service and citizenship.
 - d) Think of a theme and title for your poster such as "Honor" or having a good "Attitude." (See our examples on the next page.)
 - e) Use materials of your choice. You may draw the poster, use magazine clippings or photographs, etc.
- 4) **Procedures: Post Activities:**
 - a) Make a presentation of your poster and explain why you selected your topic.
 - b) Your poster can be displayed in your school for everyone to be inspired by!

Activity #6: Create a Poster
Sample Poster



Activity #6: Create a Poster
Sample Poster



Activity #7: Campaign Button

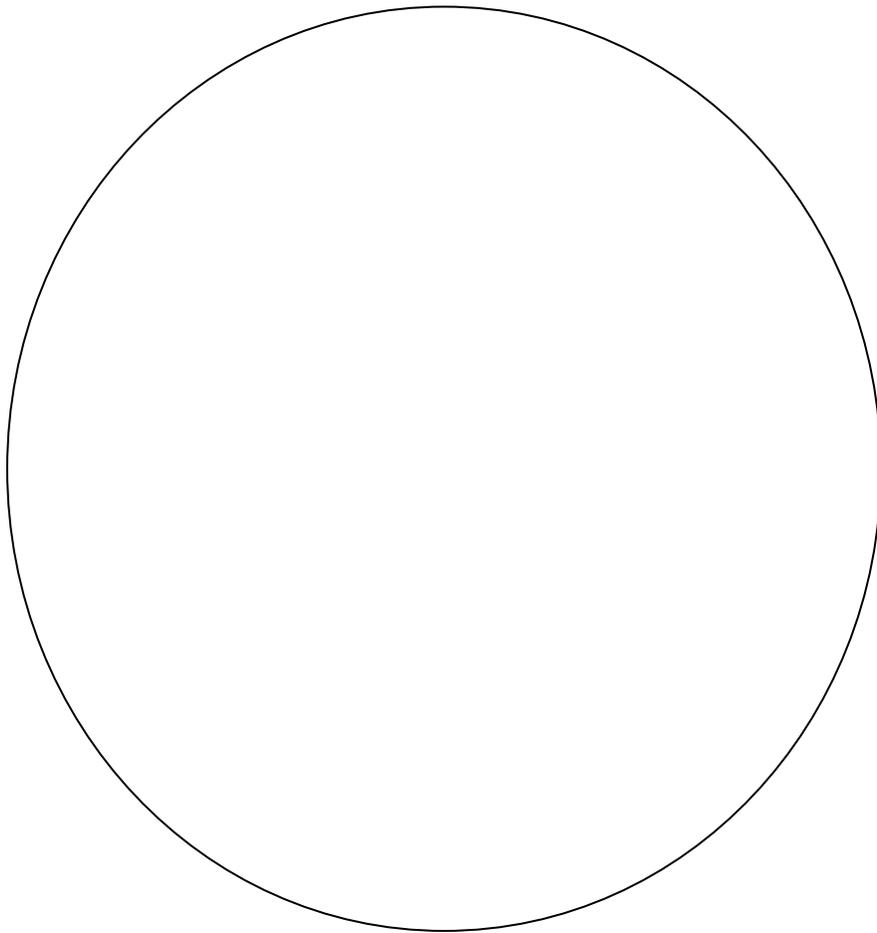


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- 1) **Content Area:** Economics, History, Art
 - 2) **New York State Learning Standards:** History of the United States and New York (#1), Civics, Citizenship and Government (#5)
 - 3) **Procedures:**
 - a) Campaign buttons have been a big part of presidential elections for many years. Sometimes buttons have simple designs with just the candidate's name printed on them. Other times campaign buttons have catchy slogans such as "I like Ike." Today candidates still pass out campaign buttons. Many people collect campaign buttons.
The most popular are ones with slogans and pictures.
 - b) The teacher can discuss with the students the issues and practices involved with running a political campaign.
 - c) The teacher can display political buttons from the past or via "PowerPoint."
 - d) Be sure to include quotes or issues Theodore Roosevelt would have stated or been involved in.
 - e) You may use photos or drawings.
 - f) You can use poster paper.
 - 4) **Procedures - Post Activity:**
 - a) The teacher should display these buttons in the classroom
 - b) The students should explain why they chose a particular quote or issue and why they chose the format they did.
 - c) (See following page for template.)



***Activity #7: Campaign Button
Template***

- 5) When creating your button, keep in mind the catchy campaign slogans from the past! :
- 1840 William Henry Harrison – “Tippecanoe and Tyler, Too”
 - 1864 Abraham Lincoln – “Don’t Swap Horses in the Middle of the Stream”
 - 1928 Herbert Hoover – “A Chicken in Every Pot and a Car in Every Garage”
 - 1976 Jimmy Carter – “Not Just Peanuts”
 - 1996 Bill Clinton – “Building a Bridge to the 21st Century”
 - 2000 George Bush – “No Child Left Behind”
 - 2008 Barack Obama- “Change That We Can Believe In”



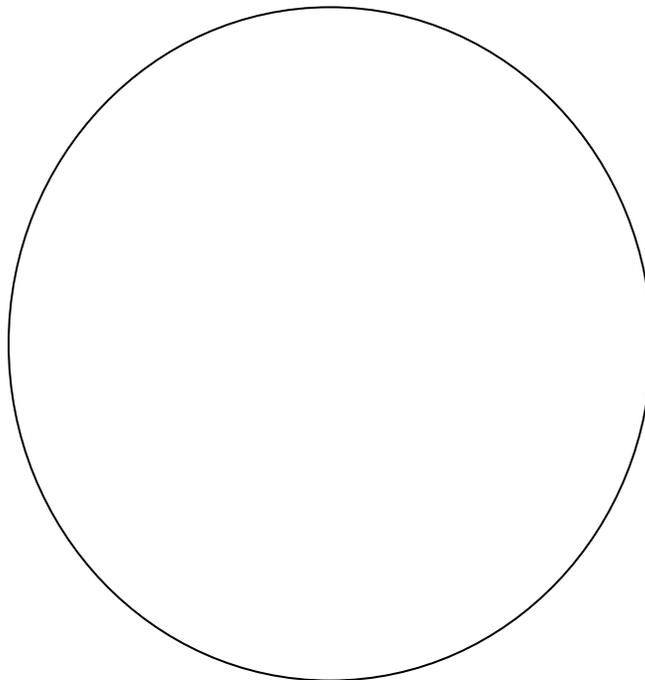
Activity #8: The Theodore Roosevelt Half Dollar



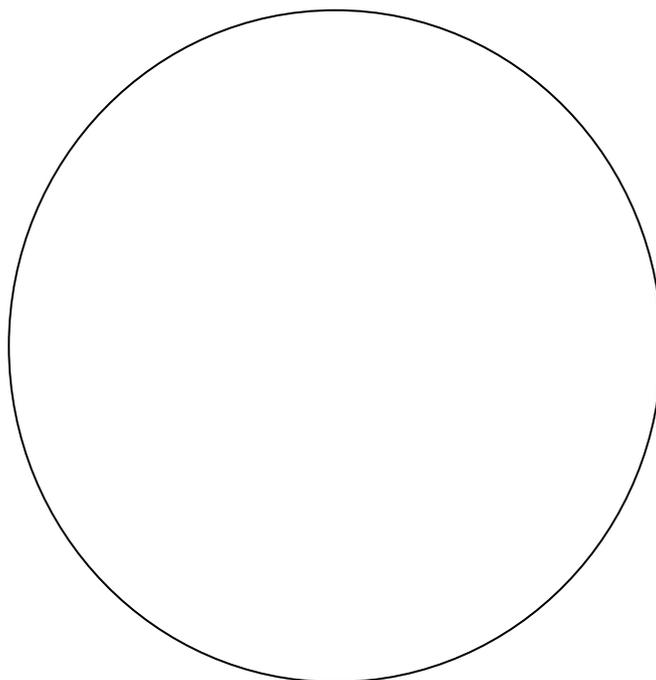
- 1) **Content Area:** History and Art
- 2) **New York State Learning Standards:** History of the United States and New York (#1), Economics (#4), Civics, Citizenship and Government (#5)
- 3) **Procedures:**
 - a) Congress has authorized that a new presidential half dollar will be minted in order to honor the life of President Theodore Roosevelt. The Secretary of the Treasury has given you the task of creating the design for this new coin.
 - b) The Secretary of the Treasury has given you the following guidelines:
 - The coin should highlight some aspect of Theodore Roosevelt's life in public service.
 - Your half dollar design should be as large as possible. You may use a variety of materials in order to make it look real.
 - You can look at other coins as examples of what was put on them. Analyze why those items were put on the coins. This may help you in your design of your coin. Teachers should consider discussing this task through an inquiry base of questions, for example why do the students think these symbols are used for coins? What do they think they stand for? This will help the students determine why and what they should place on their coins.
 - c) Your next step is to create a model design which will display each side of your coin separately. (See templates on following page.)
 - d) Then select colors and materials for your coin.
 - e) Have your teacher look at your design as he/she may offer some suggestions for your final design.
 - f) Create a presentation folder for your half dollar. The folder should be quite ornate as this will be presented to the Secretary of the Treasury who will have the final word whether your design will be presented to the congress for its approval.
- 4) **Procedures- Post Act**
 - a) Students could hold a mock session of Congress in order to discuss and vote on their designs.

Activity #8: The Theodore Roosevelt Half Dollar
Create Your Own Half Dollar
Templates

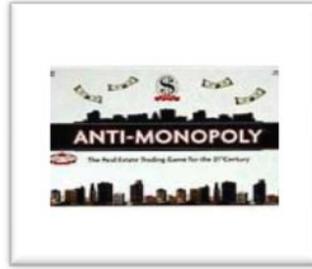
Front



Back



Activity #9: The New Theodore Roosevelt Anti-Monopoly Game



- 1) **Content Area:** History
- 2) **New York State Learning Standards:** History of the United States and New York (#1), Economics (#4)
- 3) **Procedures:**
 - a) The teacher will discuss with the class the history of monopolies and trusts. Students should also research Theodore Roosevelt’s trust-busting efforts.
 - b) Students will make a game board for the new Theodore Roosevelt “Anti-Monopoly” Game. They may use poster paper or cardboard or other rigid material.
 - c) The students should then create a plan as to what will go on each space on the board. Some suggestions may be given or determined by the students themselves.

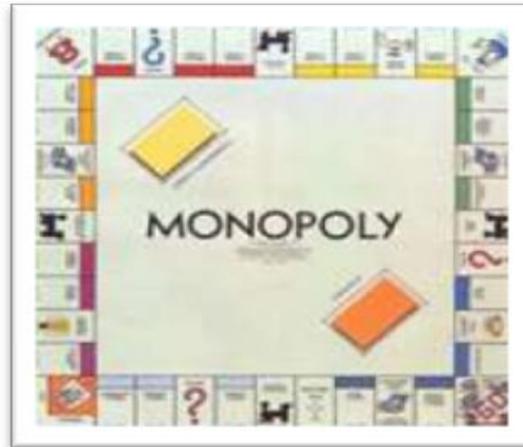
Pullman Railroad Company
 Standard Oil Company
 Mellon Bank
 R.J. Duke
 Andrew Carnegie
 Lincoln Steffens
 Sherman Anti-Trust Act
 Clayton Act
 Interstate Commerce Commission
 The Coal Strike

Bethlehem Steel Corp.
 Northern Securities Company
 American Tobacco Company
 J.P. Morgan
 Ida Tarbell
 John D. Rockefeller
 James J. Hill
 Bureau of Corporations
 U.S. Supreme Court
 Coal Miners’ Strike

- d) Suggested board pieces could be:
 - Theodore Roosevelt on horseback as a Rough Rider
 - President’s House-Sagamore Hill
 - A Teddy Bear!
- e) Create special cards for the game:
 - “Go to Supreme Court”
 - “Presidential Pardon Card”
 - “Hepburn’s Help”
 - “The Tombs” jail, etc.

Activity #9 – The New Theodore Roosevelt Anti-Monopoly Game

- f) Create game money.
 - g) Create booklet of game rules.
- 4) **Procedures: Post-Activity:**
- a) Make a list of modern monopolies.



Activity #10: How to Analyze a Cartoon

- 1) **Content:** History and Art
- 2) **New York State Learning Standards:** History of the United States and New York (#1)
Geography (#3), Civics, Citizenship and Government (#5)
- 3) **Procedures:** How to Analyze a Cartoon:

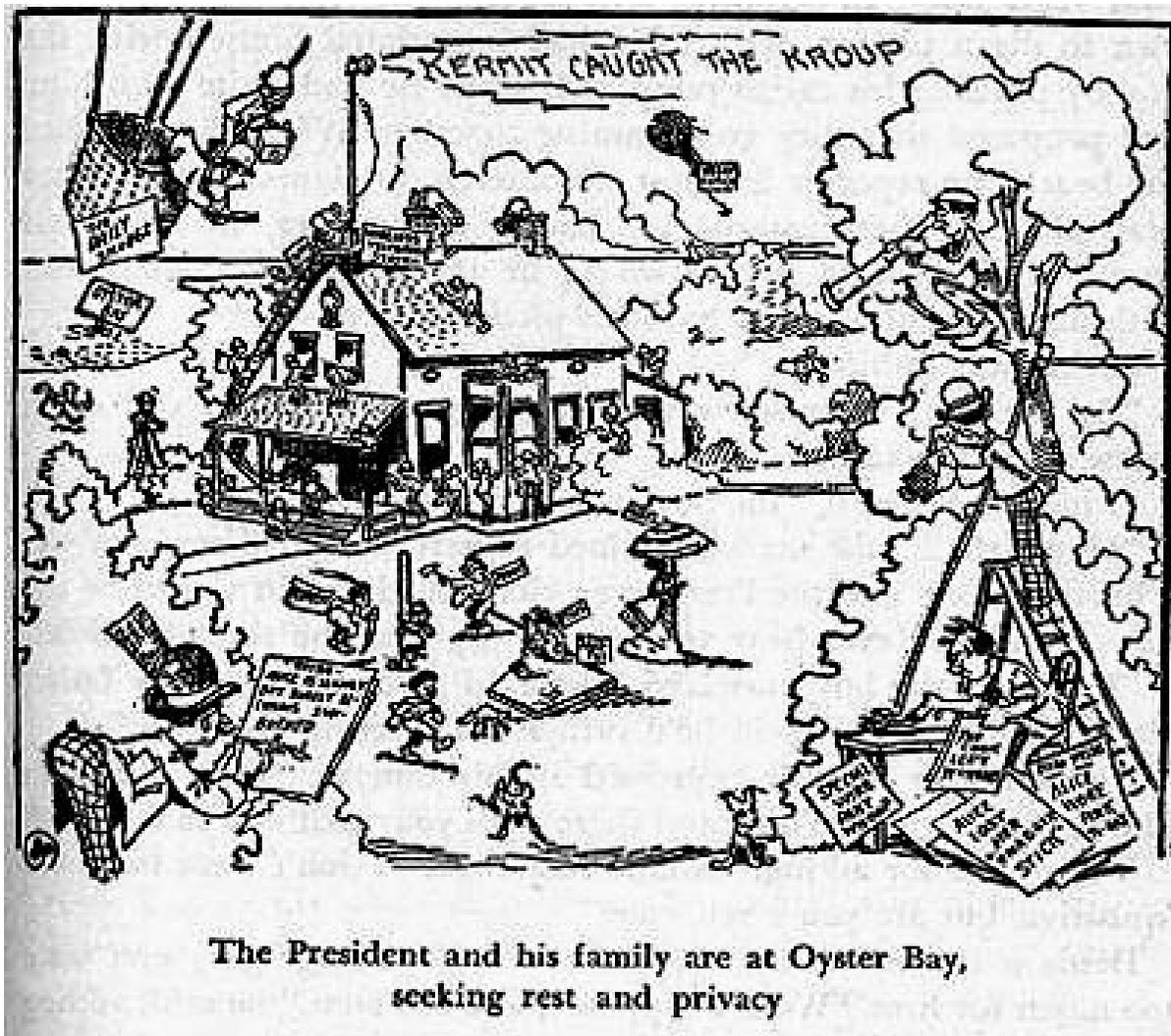
There are a few points your students should know before they begin to analyze political cartoons. The teacher should review these questions with their students as they analyze political cartoons. These questions would then become a rubric for any analysis of political cartoons.

a) Look at the artists drawing carefully. Ask yourself the following questions:

- Why did the cartoonist include the various items in the drawing?
- Why did the cartoonist place the items where they are?
- What are the key objects/items doing in the cartoon?
- Why did the cartoonist use certain colors?
- What is the purpose of the caption (the words at the bottom of the cartoon)?
- What statement is the cartoonist trying to make?
- Is the cartoonist using humor or is he/she attempting to exaggerate something in order to communicate a point of view?
- Did the artist effectively combine the art work and caption so as to communicate his/her message to the reader?

Activity #10: How Analyze a Cartoon
“The President and His Family.....”

- 4) **Procedures:** The students can analyze the cartoon about the President and his family using the questions provided. (See next page.)



Activity #10: How to Analyze a Cartoon
“The President and His Family.....”

- Why did the cartoonist include the various items in the drawing?

- Why did the cartoonist place the items where they are?

- What are the key objects/items doing in the cartoon?

- Why did the cartoonist use certain colors?

- What is the purpose of the caption (the words at the bottom of the cartoon)?

- What statement is the cartoonist trying to make?

- Is the cartoonist using humor or is he/she attempting to exaggerate something in order to communicate a point of view?

- Did the artist effectively combine the art work and caption so as to communicate his/her message to the reader?

Activity #11: How to Analyze a Cartoon
Cartoon Analysis A



Activity #11 - How to Analyze a Cartoon
Cartoon Analysis A

1) **Procedures:**

The students can analyze the cartoon about the President using the questions provided.

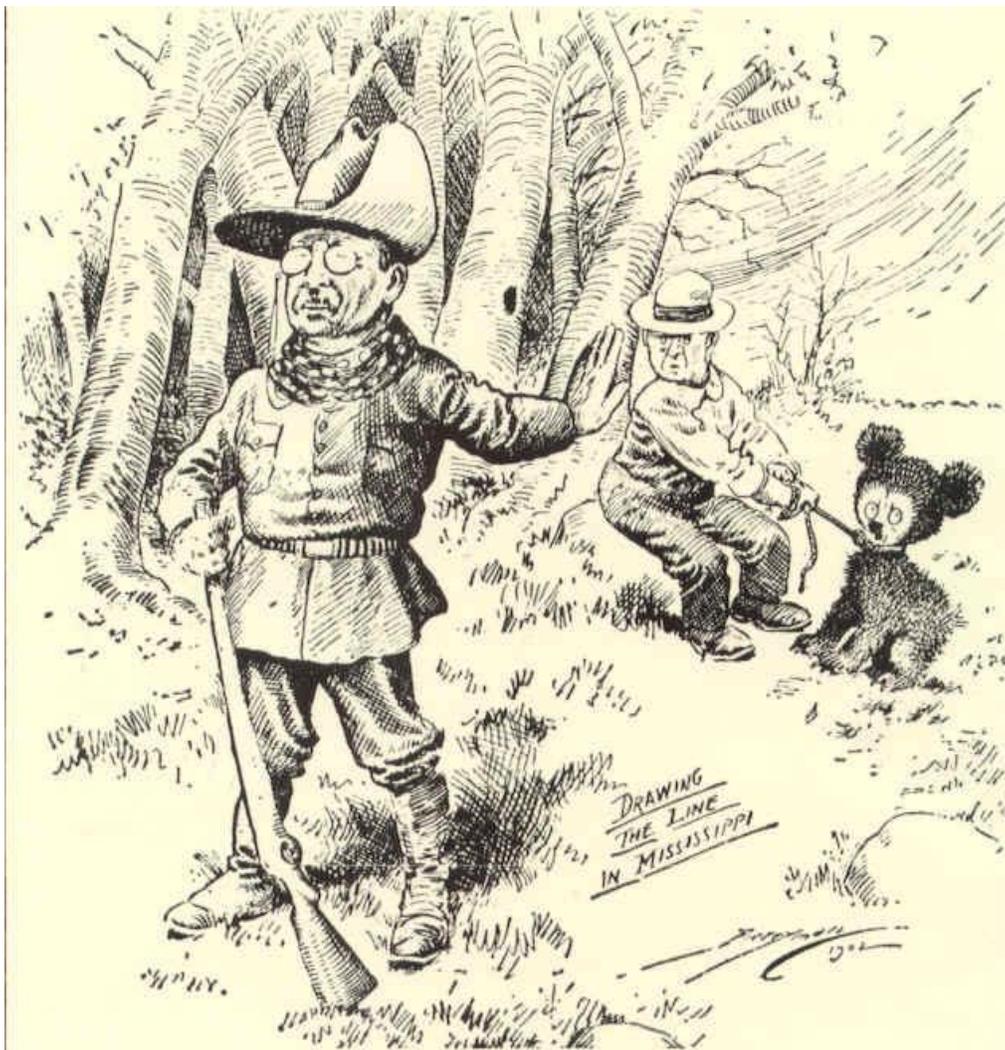
a) Teddy Roosevelt is portrayed as which leader in history?

b) What do the two crowns represent?

c) Why is Theodore Roosevelt holding out his hand?

d) Why is one crown in the clouds?

Activity #12: How to Analyze a Cartoon
Cartoon Analysis B - Environmental Stewardship





Activity #12: How to Analyze a Cartoon
Cartoon Analysis B - Environmental Stewardship

- 1) **Procedures:** Theodore Roosevelt believed in replacing what you have taken from the environment. For example, if you cut down a tree, then plant another one in its place. The students can analyze the cartoon about the President using the questions provided.

a) What do you think is happening in this cartoon?

b) What message do you feel the cartoon is trying to give?

c) How do you feel about the hunting of animals for sport?

d) Theodore Roosevelt created National Parks to keep wildlife and land safe. What can you do to help preserve the environment?

Activity #13: How to Analyze a Cartoon
Cartoon Analysis C - "The Anti-Third-Term Principle"



Activity #13: How to Analyze a Cartoon

Cartoon Analysis C - "The Anti-Third Term Principle"

1) **Procedures:** The students can analyze the cartoon about the President using the questions provided.

a) Who do you think the ghost is in the picture?

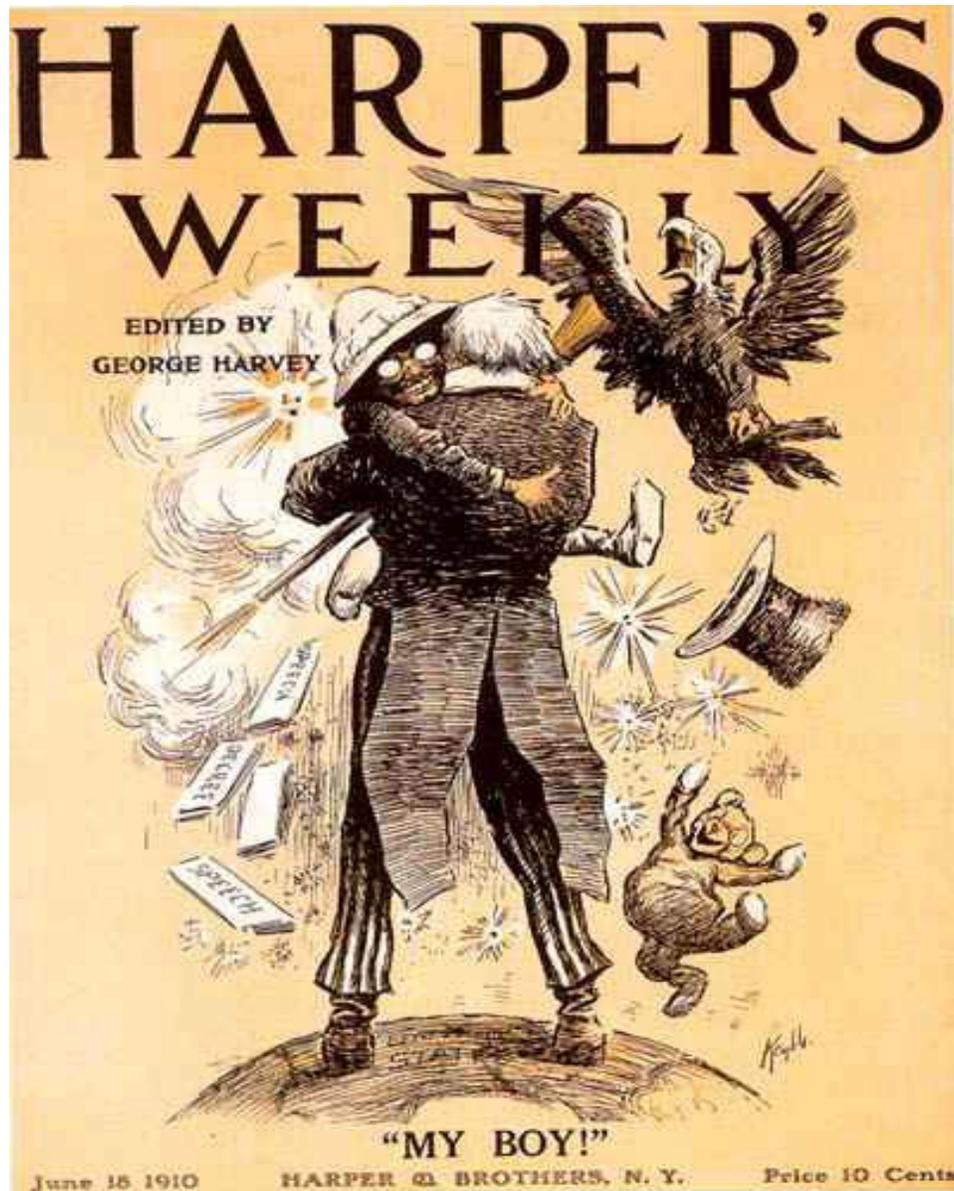
b) What is the ghost saying to Theodore Roosevelt?

c) What do you think Theodore Roosevelt is trying to say to the ghost?

d) What does the cartoon mean?

e) Do you agree with the message of the cartoon?

Activity #14: How to Analyze a Cartoon
Cartoon Analysis D - "My Boy!"



Activity #14: How to Analyze a Cartoon
Cartoon Analysis D - "My Boy!"

- 1) **Procedures:** It is the year 1910. Theodore Roosevelt is no longer President of the United States. Here he is on the cover of a famous magazine, **Harper's Weekly**. The students can analyze the cartoon about the President using the questions provided.

a) Who do you think the tall figure hugging Theodore Roosevelt is?

b) What is the tall figure standing on?

c) What are the symbols surrounding the figures?

d) What do you think the caption, "**My Boy!**" means?



Activity #15: Create Your Own Cartoon!

- 1) **Content:** History and Art
- 2) **New York State Learning Standards:** History of the United States and New York (#1), Geography (#3), Civics, Citizenship and Government (#5)
- 3) **Procedures:**
 - a) Theodore Roosevelt was the subject of many political cartoons. He was such a colorful and interesting man! Using materials of your choice create your own cartoon about Theodore Roosevelt. You may draw your cartoon, use magazine clippings, photos, etc.
 - b) Use a theme from Theodore Roosevelt's political career. Suggested ideas are:
 - The Creation of National Parks
 - The Antiquities Act of 1906-Protecting the National Park Treasures from Theft
 - Trust Busting-Breaking the Monopolies for Free Competition
 - Food and Drug Safety
 - c) Your cartoon should have a title (above) and a caption (below).
 - d) Be like Theodore Roosevelt; make your message clear so that everyone can understand and learn from it.
 - e) **Have fun!**



Activity # 16: A Trip to President Theodore Roosevelt's Home
Sagamore Hill National Historic Site



- 1) **Content Area:** United States History, Technology of the late nineteenth and early twentieth century, architecture of the late nineteenth century.
- 2) **New York State Learning Standards:** History of the United States and New York (#1), Civics, Citizenship and Government (#5), Geography (#3)
- 3) **Procedures- Pre-Visit Activities:**
 - a) **Important notes:** Prior to the visit, the teacher should **make a reservation** as soon as the academic year begins because reservations are booked quickly. Please call the **Visitor Center at Sagamore Hill (516-922-4788)** for your class reservation. Please be advised that there is a limit as to how many students may come on any given day. Students may bring their own lunch as there are picnic tables behind the visitor center for them to use. Restrooms are in the area. Teachers should review Sagamore Hill website resources “For Teachers” at **www.nps.gov/sahi/forteachers/index.htm** for free **pre-visit resources**.
 - b) A discussion should be held where the teacher could show a visual display of photos of the items from the President’s house that will probably be noted upon by the students. **Teachers please note:** You will need to make an appointment with the curator of **Old Orchard Museum** (currently Ms. Amy Verone) or a member of her staff in order to obtain copies of these photos for classroom use or you may obtain some through the media section of the Sagamore Hill NHS website or the Theodore Roosevelt 150th Birthday Celebration created by the National Park Service [<http://www.nps.gov/history/tr/>].
 - c) The curator could also be interviewed before or during **your pre-plan visit** regarding how museum items are acquired, chosen, preserved and displayed. How does technology play a role in exhibit presentation today?
 - d) The following websites could be used to obtain photos as well:
 - e) Theodore Roosevelt Collection: The Houghton Library, Harvard University, Cambridge, MA **hcl.harvard.edu/libraries/houghton/collections/Roosevelt.html**
Theodore Roosevelt Birthplace: 28 East 20th St, NY, NY: **www.nps.gov/thrb**

Activity #16: A Trip to President Theodore Roosevelt's Home

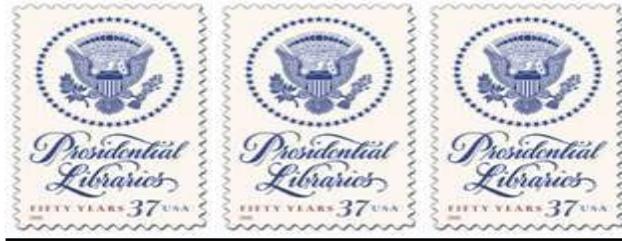
4) **Procedures:**

- a) **House Tour:** As you take your tour through this unique and history-filled house you will notice items in the house that are very different from items in your own home. Make a list of the items that you would not see in your house and give reasons for it. If an item was similar to one in your house but is different in some way then describe how it is different.
- b) Make a list of items in the President's house that were considered examples of the latest technology of the time.
- c) In addition to the President's house, there is the **Theodore Roosevelt Museum at Old Orchard** which has many important exhibits that illustrate the life of the President. At the museum students can participate in the "**Theodore Roosevelt Museum History Hunt.**" This is a Jr. Ranger activity booklet that asks students pertinent and challenging questions about the exhibition at the museum. Students can be divided into teams of two or three for this "History Hunt." There are also two 15 minute films at the museum that portray the President's family life at Sagamore Hill as well as his political life. **Teacher's note:** If your group is large, it will be divided up into two smaller groups that can alternate visiting the house and the museum.
- d) A visit to the **Sagamore Hill Bookstore** is a great source for media. The teacher may want the students to interview the bookstore manager to explain why the items displayed have been chosen.

5) **Procedures – Post Activities**

- a) The teacher should be aware that a half mile-long "**nature trail**" exists behind the museum that leads down to a beach on Cold Spring Harbor. A field guide "**The Wonderbook of Nature: Exploring Natural History at Sagamore Hill**" is available that asks students to identify various plants. The students may participate in a "**scavenger hunt**" of the grounds guided by a booklet called "**Letterboxing Adventures at Sagamore Hill.**" Students use geography skills such as navigating with a compass to locate hidden letterboxes at the site. Teachers can review these Jr. Ranger activity booklets at <http://www.nps.gov/sahi/forkids/beajuniorranger.htm>
- b) Teachers may consider a post-assessment activity such as having the students create a presentation on what they learned on their visit and what attributes of Theodore Roosevelt's life appealed to them the most.

Activity #17: Your Museum Design
The Proposed Theodore Roosevelt Presidential Library and Museum



- 1) **Content Area:** History, Art, Social Studies, Architecture
- 2) **New York State Learning Standards:** History of the United States and New York (#1); Economics (#4) and Civics, Citizenship and Government (#5)
- 3) **Procedures: Pre-visit Activities:**
 - a) The teacher can arrange for the students to tour a local museum and for the students to speak in person to the museum director or curator. If this is not possible the teacher can invite the director or curator to the classroom. A further option is that the students can write a letter to or e-mail the museum director or curator. Suggested questions for the curator are:
 - What is a museum and how does it function?
 - What is the purpose of your museum?
 - How have the items in the museum been acquired, chosen, preserved and displayed.
- 4) **Procedures:** You have been appointed the Director of the new Theodore Roosevelt Library and Museum. You are now planning the wing called **A Life of Public Service.** What exhibits are you going to put into this wing? How are they going to be arranged? What technology will you use? Use what you have previously learned from your museum outings and research and the guidelines below to help you with your design of this new wing of the museum.
 - a) **Drawing or Model of the Wing**
 - Invite an art or computer technology teacher to the classroom to help students plan the model wing.
 - Create a drawing of the wing of the museum.
 - You can use a poster board or make a model.
 - Please indicate specifically where you plan to place each exhibit.

Activity #17: Your Museum Design

The Proposed Theodore Roosevelt Presidential Library and Museum



b) **Visitor Brochure**

- Your next step is to create a brochure for visitors to the museum that will include a description of the exhibits and where they are located. If you have any films (in your movie theater), special lectures or special events scheduled, then please indicate times and place for each. The teacher may again want to bring in an art teacher or a community resource person to talk about the purpose of marketing, providing information for a brochure and to provide format options in order to help plan the brochure.
- You might want to make the brochure into a tri-fold. This will give you plenty of room for maps, description of exhibits and items for sale in the bookstore.

c) **Presidential Bookstore**

- You have planned a bookstore that will sell various items that are related to this new wing called **A Life of Public Service.**
- Make a list of the items you will be selling in the bookstore and mention why you selected each item.
- In order to help students with this it would be preferred to have a bookstore manager visit the classroom to speak to the students.

d) **Location of the Museum**

- Where are you going to locate your museum? The Office of Presidential Libraries (a division of The National Archives and Records Administration) has given you the authority to make the recommendation as to where this presidential museum will be built.
- You need to state your reasons for your choice. Keep in mind your museum should be in any area that makes sense historically and that can be easily accessed by visitors.



Lesson #17: Your Proposed Museum Design
Suggestions for Items to be Included in the Public Service Wing

- 1) A model of the White House when Theodore Roosevelt first occupied it and a model of the same house with the changes added on. (West wing, etc.)
- 2) Photos of Theodore Roosevelt
 - a) Member of the New York State Legislature
 - b) New York City Police Commissioner
 - c) U.S. Civil Service Commissioner
 - d) Assistant Secretary of the Navy
 - e) Colonel in the Rough Riders
 - f) Governor of New York
 - g) Vice President
 - h) President
- 3) Documents and Letters:
 - a) Letters to his family discussing public service
 - b) Letters to members of congress, his cabinet, political leaders, etc. (such as Henry Cabot Lodge, W.H. Taft, Speaker Joseph Cannon, etc.)
 - c) Letters to muckrakers and people concerned with the environment (such as John Muir, Lincoln Steffens, Ida Tarbell, Gifford Pinchot, etc.)
 - d) Food and Drug Act, Antiquities Act, saving 230 million acres in the West, etc.
 - e) The speech he gave to the students at the Sorbonne in France
 - f) Letters to various people concerning issues on: the coal strike, saving beautiful areas of our country for future use, reforms he made in the NYC Police Department, letters to old friends in the Rough Riders, etc.
- 4) Personal Items
 - a) A re-creation of his office in the White House
 - b) Gifts from dignitaries, leaders and friends
 - c) A Rough Rider uniform
 - d) A NYC police officer's uniform and equipment
 - e) A car that the President might have used in at some point.
 - f) A suit of clothes he might have worn.
 - g) An animal he might have given to the Smithsonian or a zoo. (Include the story behind it.)
 - h) An original Teddy Bear (Include a narrative of the Teddy Bear story.)
- e) **Displaying Finished Product**
 Items can be displayed throughout classroom for other students to observe.

Web Sources Students May Want to Use for Their Projects

- The Office of Presidential Libraries
National Archives and Record Administration
Rm. 2200
8601 Adelphi Road
College Park, MD 20740-6001
301-837-3250
www.archives.gov/presidential_libraries

- Sagamore Hill National Historic Site
20 Sagamore Hill Road
Oyster Bay, New York 11771
516-922-4788
www.nps.gov/sahi
Selection of popular books: www.nps.gov/sahi/forteachers/suggestedreading.htm

- Theodore Roosevelt Association Website:
Theodore Roosevelt Research/Resources
Bibliography
www.theodoreroosevelt.org/research/bibliography.htm

- The New York Police Department
One Police Plaza
New York, NY 10038-1403
Switchboard: 646-610-5000
www.nyc.gov/html/nypd/html/home.shtml

- The Governor's (Executive) Mansion
138 Eagle Street
Albany, NY 12202
518-473-7521
www.state.ny.us/governor/exmansion/index.html

- Office of the Secretary of the Navy
1000 Navy Pentagon, Room 4D572
Washington, DC 20350-1000
www.navy.mil/secnav/index.asp

(Continued)

Web Sources Students May Want to Use for Their Projects

- The Civil Service Commission (U.S. Office of Personnel Management)
1900 E. Street NW
Washington, D.C. 20415
202-606-1800
www.apps.opm.gov/opmorgchart/
- US Department of State/The Office of the Historian
New York State Assembly
Albany, NY
history@state.gov
www.history.state.gov/about/contact-info
- Mr. John Hammond/Oyster Bay Town Historian
54 Audrey Avenue
Oyster Bay, NY 11771
516-624-6359
jhammond@oysterbay-ny.gov
- US Secret Service
245 Murray Drive, Building 410
Washington, DC 20223
202-406-5708
www.secretservice.gov
- TIME magazine
www.time.com