

OUR WHITE HOUSE

LOOKING IN, LOOKING OUT

EDUCATION RESOURCE GUIDE

PART V. WITH COURAGE AND DETERMINATION

This education resource guide is designed to augment the content included in Part V of the NCBLA's anthology *Our White House: Looking In, Looking Out*. Included on these pages are engaging activities, discussion questions, and recommendations for print and online resources regarding most of the content in Part V of *Our White House*. We invite you to print and share these materials with young people at home and in the classroom. Education resource guides for the other parts of *Our White House* are available on OurWhiteHouse.org. All education guides are formatted to be printed double sided.

Eyewitness to History (pages 108-111)

Dialogue imagined by Stephanie S. Tolan

Activity Suggestions and Discussion Questions

- The Silent Sentinels, led by activist and suffragist Alice Paul, was the first group to protest in front of the White House. This was considered a radical tactic. Have your class break up into small groups and brainstorm current issues and causes that they think deserve radical action. Share out ideas. Have groups of students select a cause or issue and design and write a plan of action to address and support their issue or cause.
- A little over half the eligible voters in the United States voted in the 2012 presidential election. Ask students to consider the struggles of suffragettes to gain the vote for women. What would Alice Paul think of this low turnout? Have students imagine and write a letter Alice Paul might write to women today to encourage them to vote.
- Women received the vote in 1920 following the ratification of the 19th amendment. There have been 27 amendments to the Constitution. The first ten are what we call the Bill of Rights. Have students research the process for adding an amendment to the Constitution. Ask if any amendments have ever been repealed? (For example, the 21st Amendment repealed the 18th Amendment to end Prohibition.). Ask students why the amendment process was included in the Constitution. What do they think the Founders had in mind? Why did they make it such a difficult process?

continued

Read and Learn MORE

Online Resources

- Includes links to *Failure is Impossible*, a play that students can perform that dramatizes the debate for women's suffrage:
<https://www.archives.gov/education/lessons/woman-suffrage/>
- Have students read the original document of the resolution for a woman's suffrage amendment:
<https://www.archives.gov/education/lessons/woman-suffrage/resolution.html>
- A two-week unit on the Women's Suffrage Movement:
<http://www.loc.gov/teachers/classroommaterials/lessons/women-rights/>
- Read a short biography of Alice Paul. Includes links to other resources:
<https://www.nwhm.org/education-resources/biography/biographies/alice-paul/>

Books on Women's Suffrage

Elizabeth Leads the Way, Elizabeth Cady Stanton and the Right to Vote by Tanya Lee Stone (grades 1-4)

I Could Do That! Esther Morris Gets Women to Vote by Linda White (grades 2-4)

With Courage and Cloth, Winning the Fight for a Woman's Right to Vote by Ann Bausem (grades 7 and up)

You Want Women to Vote, Lizzie Stanton? by Jean Fritz (grades 3-6)

Woodrow Wilson's Work Without End (pages 112-115)
story by Jeannine Atkins, illustrated by Jerry Pinkney

Activity Suggestions and Discussion Questions

- In this narrative Jeannine Atkins describes the struggles Woodrow Wilson endured as president. Ask students why they think Wilson cried after he announced the United States would enter World War I although Congress cheered. What sacrifices did Americans make during the war?
- Explain to students that the decisions and crises the president must address are the most challenging because cabinet members, governors, and other divisions of government take care of secondary issues. The toughest problems are the ones that make it to the president's desk. Have students brainstorm all the current events that the sitting president is now dealing with. Brainstorm a list of the qualities necessary in a president. Refer to "[Help Wanted: President of the United States](#)" on OurWhiteHouse.org for a detailed discussion of the qualifications and desirable qualities in a president.
- Wilson traveled the country in support of the League of Nations. The majority of Americans was opposed to Congress voting to join the League. Woodrow Wilson was saddened by his own country's rejection of his attempt at assuring peace in the world. He was awarded the Nobel Peace Prize in 1920 by the international community. Explain to students that in the beginning of the 20th century, with the development of multiple technological innovations and rapid travel, the world had grown smaller and weapons (such as gas warfare, submarines, and warplanes) had grown far deadlier. Despite these changes, isolationism was rampant in the United States. Americans did not feel that Europe's problems were their problems. Have students break up into groups and brainstorm ways in which the world has become even smaller in the 21st century. Share ideas and discuss the pros and cons of isolationism.

Read and Learn MORE

Online Resources

- Students can explore background information about Woodrow Wilson:
<http://www.woodrowwilson.org>
- Extensive lesson plans for grades 1-12 developed for the exhibition: *The American Presidency: A Glorious Burden*:
<http://americanhistory.si.edu/presidency/5a3.html>
- Edith Wilson was called the secret president after Woodrow Wilson suffered a stroke. Read a short biography:
<https://www.whitehouse.gov/1600/first-ladies/edithwilson>

Books

Archie's War: My Scrapbook of the First World War, 1914-1918 by Marcia Williams
(grades 3-7)

A Brave Soldier by Nicolas Debon (grades 2-5)

The War to End All Wars: World War I by Russell Freedman (grades 6-9)

Hoover's One Term (pages 116-119)

by Matt Phelan

Activity Suggestions and Discussion Questions

- Have students study the illustrations in “Hoover’s One Term.” Ask how President Hoover is depicted. How are the apple sellers depicted? Why did the artist show Hoover throwing the apple core in the wastebasket and the apple seller throwing the apple to the young boy? What comparisons does this repeated action draw? This discussion can lead to a study of the power of political cartoons. Have students bring in cartoons from newspapers and present their analysis.
- After he organized relief programs for starving survivors of World War I in Europe, Herbert Hoover became known as “The Great Humanitarian.” Have students read this overview: http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3436
Discuss Hoover’s conflicting reputation and how Matt Phelan’s depiction of Hoover as cold and heartless perpetuates the negatives. Is it deserved? Should a person’s political ideology define their personality? Have students research Hoover’s life. Create a chart of pros and cons. Is his reputation deserved?
- Explain to students that most presidents are concerned about their legacy. Ask students to think about their own legacy. What goals might they have for their own personal legacies? How much control do they have over their legacies? Do legacies represent the truth of a person’s life? How might legacies change over time?
- Have students write a short biography of themselves, imagining their life’s work fifty years from today. They should include personal and professional accomplishments. An alternative project would be to record a 60-second video describing their legacy similar to the video below about Herbert Hoover.

Read and Learn MORE

Online Resources

- Two historians present a very different picture of Hoover—as a generous and sensitive man: <http://www.archives.gov/publications/prologue/2004/summer/hoover-1.html>
- This 60-second video is a succinct presentation of the positives and negatives of Hoover’s career: <http://www.pbslearningmedia.org/resource/178f658b-67b7-41b8-ba53-55f6d62ba2a7/herbert-hoover-60-second-presidents/>

Books

The Mighty Miss Malone by Christopher Paul Curtis (grades 5-8)

Six Days in October: The Stock Market Crash of 1929 by Karen Blumenthal (grades 7-12)

A Rainmaker in the White House (pages 120-121)
by Michael Cooper

Activity Suggestions and Discussion Questions

- Have students read this section and ask whether they think Roosevelt brought rain to the Great Plains. How did this coincidence add to his reputation? Have students brainstorm other events that might impact a politician's career, both good and bad.
- Ask students to debate whether the government has an obligation to step in during a crisis like the Dust Bowl. Much of the soil erosion was due to poor farming practices. Should the government regulate this behavior to prevent soil depletion? Discuss.
- Drought is now a concern in parts of the American West and other parts of the world. Australia has been stricken by drought for many years now. Scientists are concerned that Global Warming is impacting weather patterns. Do governments have a responsibility to limit the use of fossil fuels? Should they force citizens to reduce their carbon footprints? Discuss.

Read and Learn MORE

Online Resources

- Have students watch the PBS Documentary *Surviving the Dustbowl*. The teacher's guide is at the following link:
<http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/dustbowl-teacher-resource/>
- A day-by-day research tool and many other resources on FDR for student use:
<https://fdrlibrary.org/resources-for-students>
- Resources for teaching about FDR, the Great Depression, and WWII:
<https://fdrlibrary.org/curriculum-guides>

Books

Dust to Eat: Drought and Depression in the 1930's by Michael Cooper (grades 6 and up)

The Great American Dust Bowl by Don Brown (grades 5 and up)

Out of the Dust by Karen Hesse (grades 4 and up)

The Storm in the Barn by Matt Phelan (grades 5 and up)

The Four Freedoms (pages 123-131)

From Franklin D. Roosevelt's Address to Congress, January 6, 1941

illustrated by Calef Brown, Peter Sis, Ed Young, and Stephen Alcorn

Activity Suggestions and Discussion Questions

- Read aloud “The Four Freedoms” speech excerpt to students. In pairs have them look at the illustrations and critique:
 - How well has each illustrator depicted each freedom?
 - Have students identify each Freedom of Speech Calef Brown illustrated.
 - Ask what religions Peter Sis depicts in Freedom of Religion. Are there any women in the illustration? Encourage students to research world religions in order to help understand Sis’s illustrations.
 - How does Stephen Alcorn’s illustration of Freedom from Fear depict this freedom? Ask students how far they think the world has come in reaching this goal both nationally and internationally. List on the board the positives and negatives.
- Discuss symbolism in the art in this section.
- In small groups have students illustrate the Four Freedoms themselves.

Read and Learn MORE

Online Resources

- A day-by-day research tool and many other resources on FDR for student use:
<https://fdrlibrary.org/resources-for-students>
- Resources for teaching about FDR, the Great Depression, and WWII:
<https://fdrlibrary.org/curriculum-guides>
- Recording of FDR’s “Four Freedoms” speech:
<https://www.youtube.com/watch?v=5iHKtrirjLY>

Hands (pages 132-137)
short story by Patricia MacLachlan, illustrated by P.J. Lynch

Activity Suggestions and Discussion Questions

- The Great Depression impacted millions of people. Ask students how MacLachlan’s story of one young girl and her cat communicates the idea of human rights. How does the author generate such emotional power? Ask what their impression is of Eleanor Roosevelt. What do Eleanor Roosevelt’s hands represent in the story?
- The White House is called the people’s house in the story. Ask students what this means to them—how is the White House the people’s house? Have them break into small groups and brainstorm a list of adjectives describing the White House. Share and discuss.
- Have students compare and contrast MacLachlan’s depiction of the Roosevelts with Matt Phelan’s depiction of Herbert Hoover in “Hoover’s One Term.”
- In 1933 alone, Eleanor Roosevelt received 300,000 letters from children and adults. A selection of these letters is included in the book titled *Dear Mrs. Roosevelt: Letters from Children of the Great Depression* by Robert Cohen. Check out a copy of this book from your local library and encourage your students to read some of the letters. You can find a teacher’s guide for using this book with students in grades 7-12 at:
<http://teachinghistory.org/teaching-materials/lesson-plan-reviews/19089>

Read and Learn MORE

Online Resources

- Watch the PBS video and access the teacher’s guide to explore her life and work with students:
<http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/eleanor-teachers-guide/>
- A day-by-day research tool and many other resources on FDR for student use:
<https://fdrlibrary.org/resources-for-students>
- Resources for teaching about FDR, the Great Depression, and WWII:
<https://fdrlibrary.org/curriculum-guides>

Books

Children of the Great Depression by Russell Freedman (grades 4-8)

A Perfect Image (pages 138-140)

by **Linda Sue Park**, illustrated by **Stéphane Jorisch**

Activity Suggestions and Discussion Questions

- Whether a particular behavior is deemed “dignified” or not varies according to the community or country’s culture. Ask students to look up the meaning of “dignified,” then discuss why they think that Korean politicians in 1948 might have found President Truman playing the piano undignified. Ask students the following additional questions:
 - What sorts of presidential behavior are undignified for an American president now?
 - What kind of power or prestige is gained from acting dignified?
 - How is power or prestige lost due to what is deemed in some circles as undignified? Who decides? Discuss.
- In what way is the image of Ms. Park’s parents and Mrs. Putin talking in the White House the perfect image? How does it represent America at its best? What other pairs of people would make a perfect image in the White House?
- Many musicians have played in the White House. Have students research musicians throughout the history of the White House who have performed there.

Read and Learn MORE

Online Resources

- Have students research Pete the White House Squirrel:
<http://www.loc.gov/pictures/item/hec2013012513/>
- The following link is a great site for studying the politics of change. When Truman wanted to add a balcony to the White House, there was an uproar. The political cartoons of the day are especially interesting. Change doesn’t come easy!
http://www.trumanlibrary.org/whistlestop/qg/ds2_1.htm
- This is a famous photo of actress Lauren Bacall sitting on the piano while Vice President Truman plays. Use this to discuss “dignity.”
<https://www.trumanlibrary.org/photographs/view.php?id=34769>

A Note for the President (pages 141-143)
by Jerry Spinelli, illustrated by Terry Widener

Activity Suggestions and Discussion Questions

- Spinelli’s story is a very personal one. Ask students why they think he wasn’t disappointed about not getting the basketball net. Why was he sure President Truman received the note? The tall sentinel was very respectful of Spinelli as a young boy. What impression did this make on him?
- Have students break into small groups and generate a list of problems in their lives that need fixing by their schools, towns, states, federal government. Have them research who they would contact to solve the problems...what agencies of government or organizations in the private sector? Share out with whole class and identify a problem they all agree they want to work on. Students can start a letter writing campaign or mobilize in some other way to solve the problem.
- Truman is famous for the sign on his desk saying “The buck stops here.” Have students research chain of command and other forms of delegation. Check out this link for more information: <https://www.trumanlibrary.org/buckstop.htm>

The House Haunts (pages 144-146)
by M.T. Anderson, illustrated by Mark Teague

Activity Suggestions and Discussion Questions

- Ghosts and specters are thought to haunt a building because they cannot rest. How does Anderson’s light-hearted story address the great burdens of being president? Why would Lincoln be a likely ghost in the White House? What anguish did he experience as president?
- Have students research ghost stories set in the White House. Break into small groups and ask each group to present the background of each ghost and history of their hauntings. Learn more at: <https://www.whitehousehistory.org/press-room/white-house-ghost-stories>

Read and Learn MORE

Online Resources

The article “[Knock, Knock! Whoooo’s There? Spooky Stories from Children of the White House](#)” on OurWhiteHouse.org share stories of ghost encounters experienced by children in the White House.

Books

Who’s Haunting the Mansion: The President’s Mansion and the Ghosts Who Live There by Jeff Belanger (grades 4-8)

A Prayer for Peace (page 147)

From Dwight D. Eisenhower's Farewell Address to the Nation, January 17, 1961

Activity Suggestions and Discussion Questions

- Have students compare and contrast Eisenhower's speech with the excerpt from Roosevelt's speech "The Four Freedoms" on page 123.
- Eisenhower was the Supreme Commander of Allied Forces on D Day during WWII and then a United States president. However, he was concerned about the power of the military. In his farewell address to the nation, Eisenhower warned against the increasing influence of what he termed the "military-industrial complex," the unofficial association of the country's armed forces, military suppliers and service providers, weapons manufacturers, and civil government. Ask students to read the brief biographies linked below and discuss this apparent contradiction.

Read and Learn MORE

Online Resources

Read more about Eisenhower at:

- <https://www.whitehouse.gov/1600/presidents/dwightdeisenhower>
- "[Presidential Fact Files: Dwight D. Eisenhower](#)" on OurWhiteHouse.org

Good Nights (pages 148-149)

by **Lee Bennett Hopkins**, illustrated by **William Low**

Activity Suggestion and Discussion Questions

Have students read the poem aloud. Ask them to explore the meaning of the poem. The United States has withstood many upheavals and yet it continues. What does the White House symbolize for Americans? Students should break up into small groups and brainstorm a list. What other symbols carry equal weight?

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