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Overview

The focus of this unit is on Theodore Roosevelt who is the namesake of Roosevelt School in Spokane, Washington. The unit is intended for fourth grade students. Its purpose is to examine the life of an individual from American history in whom the students have a personal interest. Students examine the traits and qualities of that person which would justify a public building to be named after him. Students write a one page essay summarizing this information as an assessment.

Background knowledge of Theodore Roosevelt’s life is developed through the use of biographies and other trade books, and Web sites which enable students to see movie footage of T.R. and listen to some of his speeches. Other documents which focus on Roosevelt’s visits to Washington state and his impact on the state’s history are examined. In addition, a Readers Theater play, written by the students and teacher, based on significant events in Roosevelt’s life, is performed by the class.

A list of resources and the materials used for the activities are included after each activity.
Activity #1

The teacher presents the overview of the unit to the students in one class session. This includes:

- The EALRs and GLEs
- The essential questions
- The objectives
- The activities

Applicable EALRs and GLEs

Social Studies:

4. HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

4.1 Understands historical chronology.

4.1.1 Understands and creates timelines to show how historical events are organized into time periods and eras.

4.2 Understands and analyzes causal factors that have shaped major events in history.

4.2.1 Understands and analyzes how individuals caused change in Washington State history.

4.3 Understands that there are multiple perspectives and interpretations of historical events.

4.3.1 Understands that there are multiple perspectives regarding the interpretation of historical events and creates an historical account using multiple sources.
Reading:
3. The student reads different materials for a variety of purposes.
   3.1. Read to learn new information.
      3.1.1. Understand how to select and use appropriate resources.
   3.2. Read to perform a task.
      3.2.1. Understand information gained from reading to perform a specific task.
      3.2.2. Apply understanding of a variety of functional documents.

Writing:
2. The student writes in a variety of forms for different audiences and purposes.
   2.2.1. Demonstrates understanding of different purposes for writing.
   2.3. Writes in a variety of forms/genres.
      2.3.1. Uses a variety of forms/genres.
3. The student writes clearly and effectively.
   3.1. Develops ideas and organizes writing.
      3.1.1. Analyzes ideas, selects a narrow topic, and elaborates using specific details and/or examples.
      3.1.2. Organizes writing using a logical organizational structure.

Essential Questions
How do events from the Theodore Roosevelt presidential era effect Washington State today?
What were the qualities present in Theodore Roosevelt that caused a public building to be named after him?
Objectives

To learn about Theodore Roosevelt and make a timeline of important events in his life.

To identify and give examples of Roosevelt’s personality traits.

To describe specific policies of Roosevelt’s presidency that directly affected Washington State.

To summarize the above information and answer the essential questions in an expository essay.

Summary of Activities

Read biographies of Teddy Roosevelt and take notes from them.

Visit web sites to see movie footage and listen to speeches of T.R.

Examine copies of newspaper accounts and books of Roosevelt’s visits to Washington State.

Make a timeline of Roosevelt’s life.

Use the steps of the writing process to write an expository essay on T.R. that answers the essential questions.

Take part in a Readers Theater production based on the life of Theodore Roosevelt.
Activity #2

The teacher reads biographies of Theodore Roosevelt to the students. The teacher demonstrates the use of two-column notes on chart paper during the course of the reading. Students copy the first few notes from the chart, but then create their own in their reading journals.

The teacher also shares brief, interesting biographical anecdotes collected from sources other than the biographies she has read. Students add to their notes from these.

This activity will take four to five class sessions.

Biography Read-Alouds

*Theodore Roosevelt: A Photo-Illustrated Biography* by Steve Potts

*United States Presidents: Theodore Roosevelt* by Anne Welsbacher

Anecdotal Sources

*Bully For You, Teddy Roosevelt* by Jean Fritz

*Theodore Roosevelt Takes Charge* by Nancy Whitelaw

*Theodore Roosevelt Conservation President* by Susan DeStefano

*Theodore Roosevelt: The Adventurous President* by Lisa DeMauro

Two-Column Note Format

See next page
<table>
<thead>
<tr>
<th>Aha! Or Hmm...</th>
<th>So What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Information that is surprising and/or interesting)</td>
<td>(...does that cause me to think?)</td>
</tr>
</tbody>
</table>
Activity #3

Students visit Web sites whose focus is Theodore Roosevelt. Students listen to excerpts of his speeches and view movie footage of him. The Web sites listed below are also sources of timelines, photographs, texts of speeches, and bibliographies.

This activity takes two to three sessions of scheduled time in the computer lab.

Web Sites

http://lcweb2.loc.gov/ammem/collections/troosevelt_film/
http://www.theodore-roosevelt.com/
http://www.theodoreroosevelt.org/index.htm
Activity #4

The objective of this activity is to read historical accounts of Roosevelt’s visits to Washington State and note the policies of his presidency which affected the state. The teacher may want to print this information for ease in instruction. Pairs of students read one of the texts and highlight important sections and make notes in margins. Students then briefly explain what they have learned to the class and show any relevant pictures. This activity will is scheduled for three class sessions.

Resources

http://www.historylink.org
http://www.theodorroosevelt.org/life/conNatlForests.htm
http://content.lib.washington.edu/index.html
http://www.washingtonruralheritage.org/whitman/
Activity #5

The objective of this activity is to make a timeline of Theodore Roosevelt’s life and compare it to Washington State. This is done on a wall in the classroom. Students are assigned a date, research how that date applies to Roosevelt, and then write a caption on a note card which is attached in appropriate order on the timeline. Students research and attach a second note card which identifies the importance of that date in the state’s history.

This activity will take two to three class sessions.

Resources

http://lcweb2.loc.gov/ammem/collections/troosevelt_film/
http://www.theodore-roosevelt.com/
http://www.theodoreroosevelt.org/index.htm

Encyclopedia of Presidents: Theodore Roosevelt by Zachary Kent

Theodore Roosevelt: A Photo-Illustrated Biography by Steve Potts

Theodore Roosevelt by Geoffrey M. Horn

Washington Past and Present by Dale and Laura Lambert
Activity #6

The objective of this activity is to provide an assessment of the student’s understanding of the unit. Students write two paragraphs that answer each essential question:

- How do events from the Theodore Roosevelt presidential era effect Washington State today?

- What were the qualities present in Theodore Roosevelt that caused a public building to be named after him?

Students are expected to use the steps of the writing process. Essays will be scored according to the WASL Conventions scoring guide and the WASL Content, Organization, and Style scoring guide for fourth grade.

This activity will take approximately three to four class sessions depending on ability.

Resources

http://www.k12.wa.us/assessment/WASL/Writing/resources.aspx
Activity #7

This activity is intended to take place over several months as students and teacher create the scripts for a Readers Theater production based on Theodore Roosevelt’s life. The first scene of this play is given on pages 14 and 15.

The teacher begins by reading *Being Teddy Roosevelt* to the class. Students review their two-column notes and the timeline in the classroom to help them decide which events in Theodore Roosevelt’s life could be portrayed in a skit. With the teacher’s assistance, teams of three students write a brief script for a skit. The teacher composes the lines for student narrators who guide the production from one scene to the next. Copies of the scripts are typed, students volunteer or are chosen for the readings, and scenes are rehearsed. A dress rehearsal and performance are scheduled based on the teacher’s opinion of the students’ preparedness.

Resources

*Being Teddy Roosevelt* by Claudia Mills

*Readers Theater for Building Fluency* by Jo Worthy

*From The Page to The Stage* by Shirlee Sloyer
What’s So Great About Teddy Roosevelt?

Scene 1

**Narrator:** When we first meet Theodore, it is in the family home in New York City. Teedie (which was his nickname) and his older sister Anna have been having an argument. Their mother comes in.

**Anna:** Well I don’t care if you are sick! Your bedroom stinks to the high heavens!

**Teedie:** It’s not my fault I have asthma. And it isn’t a bedroom anymore. It is now the Roosevelt Museum of Natural History!

**Mother:** My goodness, what is going on in here? Why all this shouting?

**Anna:** You should smell Teedie’s bedroom, Mother. He has pieces of fur, rocks, snake skins, and bird wings in there. He says he’s starting a museum.

**Mother:** Is that so Theodore?

**Teedie:** Yes, I’m calling it the Roosevelt Museum of Natural History. Dead animals and things from nature are what I exhibit. There’s a dead seal down at the marketplace I hope to add to my collection.

**Mother:** Oh dear!

**Anna:** Teedie is really going too far, Mother. Last week when he tipped his hat to Mrs. Farris, a frog jumped out! And I just heard him ask Cook to boil a woodchuck for 24 hours. No wonder my friends won’t visit.

**Mother:** I have been meaning to ask you, Theodore about the mice in the icebox.
**Teedie:** Are they frozen solid yet? I thought that would be the least painful way to kill them. I have a shelf ready to display them.

**Anna:** See what I mean?

**Mother:** Yes Anna I do, but I know your father would want to encourage Theodore in his museum. Perhaps he’ll be a zoologist someday.

**Teedie:** I want to be an author also. I’ve already started my first book, *Natural History on Insects.*

**Anna:** Are you including yourself as a type of bug?

**Teedie:** No, but I am thinking of adding a certain sister to my collection of dead animals.

**Mother:** All right children, that’s enough. We’re leaving for Europe in two days and I want to check your suitcases. There is an odd smell coming from one of yours, Theodore.

**Narrator:** The Roosevelt family spent a year in Europe. In spite of being sick a great deal of time, Theodore enjoyed hiking in France, visiting museums, and touring Italian art galleries. When the family returned to New York in May of 1870, Teedie went back to work on his museum. He advertised in the neighborhood that he would buy field mice for ten cents a piece and he would also pay for any other animal that could crawl, fly, swim, or run. Before long, Teedie had 1,000 items in his collection. The family’s maid threatened to quit when she found three turtles tied to the legs of the washtub.

**End of Scene 1**
Bibliography


This is a *Time for Kids* publication, very appropriate for elementary age readers. It has interesting and little known facts about T.R..


This book examines the life of T.R., with emphasis on his love of nature and his efforts to protect the environment.


A colorful account of T.R.’s life and the times he lived in. Fritz really helps the reader imagine the mannerisms of Roosevelt.


This book follows a year in the life of a Roosevelt elk in Olympic National Park. The Author’s Note explains how the elk came to be named.


The page layout of this book is appealing to students with sidebars of drawings and photographs.


Another good source of photographs and a chronology of American history is included.


A classroom textbook for fourth graders studying the state of Washington. It includes a timeline of key events in the state’s history.

A fourth grader is assigned Teddy Roosevelt for his biography project at school. Inspired by what he learns about T.R.’s personality, the boy finds a way to get what he wants most- a saxophone.


This book describes the landscape, wildlife and gives a brief mention of T.R.’s role in the formation of the park.


A brief biography of T.R., this is a good read-aloud to establish some background knowledge.


A guide for incorporating readers- theater into the classroom with detailed instructions and some scripts.


This book is also a good read-aloud for elementary students. It goes into more detail than the Potts book.


This manual contains scripts for readers- theater and the author sites research that shows the strategy improves readers’ fluency and comprehension.
Web Sites

http://lcweb2.loc.gov/ammem/collections/troosevelt_film/

This Library of Congress web site gives film footage and audio footage of Theodore Roosevelt as well as a timeline of his career.

http://www.theodore-roosevelt.com/

The goal of this website is to preserve and expand upon the memory and ideals of Theodore Roosevelt. The aim is educational and its purpose is to provide an educational forum to help schoolchildren, academics, and research fellows gather information for non-commercial purposes, including, but not limited to, teaching, writing school papers and dissertations, and news articles or critiques.

http://www.theodoreroosevelt.org/index.htm

This is the official Theodore Roosevelt Association web site whose purpose is to perpetuate the memory and ideals of Theodore Roosevelt, the 26th President of the United States.

http://www.historylink.org

The free, online encyclopedia of Washington state history.


Wikipedia is a free encyclopedia whose articles provide links to related pages with additional information.


This is the web site to explore Washington state tourism.

http://content.lib.washington.edu/index.html

This site features materials such as photographs, maps, newspapers, posters, reports and other media from the University of Washington Libraries.
http://www.washingtonruralheritage.org/whitman/

This web site is a project of the Whitman County Library in partnership with the Washington State Library. It features collections from the Tekoa Museum which houses many historic items that document the early days of Whitman County including Roosevelt’s visit to Tekoa.

http://www.k12.wa.us/assessment/WASL/Writing/resources.aspx

This is the web site of the Washington State Superintendent of Public Instruction. It features many resources for teachers including scoring rubrics for student writing projects.