Green Room

This room is called the Green Room. President Thomas Jefferson used this room as a dining room. If I had been his dog, just think of what tasty morsels would have fallen on the floor for me to eat. Today, green silk covers the walls, and 200-year-old furniture from New York decorates the room.

India's Quiz:
What was Abraham Lincoln's occupation before he became President?

- Tailor
- Cook
- Poet
- Lawyer

Photograph courtesy of the White House Historical Association.

Welcome to the Green Room

Although intended by architect James Hoban to be the "Common Dining Room," the Green Room has served many purposes since the White House was first occupied in 1800. The inventory of February 1801 indicates that it was first used as a "Lodging Room." Thomas Jefferson, the second occupant of the White House, used it as a dining room with a "canvas floor cloth, painted green," foreshadowing the present color scheme. James Madison made it a sitting room since his Cabinet met in the East Room next door, and the Monroes used it as the "Card Room" with two tables for the whist players among their guests.

Styles in the room changed as frequently as the tastes of the Presidents until the time of Theodore Roosevelt, when it was furnished with reproductions of early 19th-century American furniture. Not until the Coolidge administration, however, was authentic Federal-period furniture placed in the room.

The Green Room was completely refurbished in 1971. Its walls were covered with the delicate green watered-silk fabric originally chosen by Mrs. Kennedy in 1962. Draperies of striped beige, green, and coral satin—a major part of the 1971 renovation—were carefully designed from a pattern shown in an early 19th-century periodical. The coral and gilt ornamental cornices are surmounted by a pair of hand-carved, gilded American eagles with outspread wings. The eagle, patriotic symbol of the United States, was one of the favorite decorative motifs of the Federal period and appears in many forms in the room.

In "a noble, or genteel house," wrote Thomas Sheraton, the English furniture designer, a drawing room "should possess all the elegance embellishments can give." Most of the furnishings now in the Green Room date from the years 1800-15, the period of Sheraton's greatest influence on American decor.

The walls of the Green Room are covered with elegant paintings of various people and scenes.
Red Room

This is the Red Room. President John Adams (1797-1801) used this room as a breakfast room, and a few years later, First Lady Dolley Madison held parties in this room on Wednesday evenings. She liked serving a new dessert called "ice-cream." President Jefferson (1801-09) brought back recipes for ice-cream from his visit to France. A portrait of Dolley Madison (1809-17) hangs on the wall. Red was one of First Lady Nancy Reagan’s (1981-89) favorite colors. If I could see colors, I think blue would be my favorite. My pal Barney, the Scottish Terrier, says red would be his favorite color, if he could see colors.

next

Photograph courtesy of the White House Historical Association.

http://www.whitehouse.gov/kids/tour/red.html

11/12/2001
Welcome to the Red Room

Furnished in the Empire style of 1810-30, the Red Room contains several pieces of furniture from the New York workshop of the French-born cabinetmaker Charles-Honoré Lannuier. Benjamin Latrobe's 1803 drawing of the State Floor indicates that the Red Room served as "the President's Antichamber" for the Cabinet Room or President's Library next door. During the Madison Administration the antechamber became the "Yellow Drawing Room" and the scene of Dolley Madison's fashionable Wednesday night receptions. In "that centre of attraction" said a lady who knew her well, one saw "all these whom fashion, fame, beauty, wealth or talents, have render'd celebrated."

Descriptions in contemporary accounts and bills of sale indicate that Monroe purchased furnishings for the Red Room, as well as for the present day Blue Room, in the prevailing Empire style. This style suited Monroe's desire to furnish the house in a manner that he considered appropriate to the dignity of the nation. The room has usually served as a parlor or sitting room; recent Presidents have had small dinner parties here.

In 2000 the Red Room was refurbished, preserving the American Empire style chosen in 1962 during the Kennedy Administration. The elegance of the Red Room furniture derives from a combination of richly carved and finished woods in characteristic designs such as dolphins, acanthus leaves, lion's heads, and sphinxes. The furniture displays many motifs similar to those of the French pieces now in the Blue Room. Egyptian motifs were extensively used in French Empire furnishings following Napoleon's 1798-99 campaign in Egypt, and many of these same designs were adopted by cabinetmakers working in New York, Boston, and Philadelphia.

All the fabrics now in the Red Room were woven in the United States from French Empire designs. The walls are covered by a red twill satin fabric with a gold scroll design in the borders. The furniture, like the American Empire sofa, is upholstered in a silk of the same shade of red. An early 19th-century design inspired the draperies. The carpet—of beige, red and gold—is a reproduction of an early 19th-century French Savonnerie carpet in the White House collection; it was

http://www.whitehouse.gov/history/whtour/red.html

11/12/2001
century French Savonnerie carpet in the White House collection; it was made for the room in 1997. The 36-light French Empire chandelier was fashioned from carved and gilded wood in 1805.

Some of the paintings in the Red Room today are available for viewing.

Vermeil Room | Library | China Room | Diplomatic Reception Room | Map Room
East Room | Green Room | Blue Room | Red Room
State Dining Room | Center and Cross Halls

Return to the White House Tour
Blue Room

This room is in an oval shape. President James Monroe (1817-25) decorated the room with gold furniture from France. A few weeks after we moved into the White House, President Bush held a special dinner in this room for all of the commanders-in-chief in the U.S. military. I like to put my nose up to the windows in the Blue Room so I can catch a view of the Jefferson Memorial.

next

Photograph courtesy of the White House Historical Association.
Welcome to the Blue Room

The "elliptic saloon", with the Yellow Oval Room above and the Diplomatic Reception Room below it, formed the most elegant architectural feature of James Hoban's plans for the White House. The Blue Room has always been used as a reception room except for a brief period during the administration of John Adams when it served as the south entrance hall. During the Madison administration, architect Benjamin Latrobe designed a suite of classical-revival furniture for the room, but only some working drawings remain; the furnishings were destroyed in the fire of 1814.

When President Monroe redecorated the "large oval room" after the fire, he used the French Empire style, which is the present decor. Monroe ordered a suite of French mahogany furniture through the American firm Russell and La Farge, with offices in Le Havre, France. However, the firm shipped gilded furniture instead, asserting that "mahogany is not generally admitted into the furniture of a Saloon, even at private gentlemen's houses". Eight pieces of the original suite can be seen, including a bergerè, an armchair with enclosed sides. A gilded bronze clock also remains.

The color blue was introduced during the administration of Martin Van Buren in 1837; he redecorated the oval salon and began the tradition of the "blue room".

The marble-top center table, that has been in the White House since it was purchased by President Monroe in 1817, stands beneath the French chandelier. This early 19th-century chandelier is made of gilded-wood and cut glass, encircled with acanthus leaves. George P. A. Healy's 1859 portrait of John Tyler hangs on the west wall above the Monroe sofa. It is considered to be the finest in the series of Presidential portraits Healy painted for the White House under a commission from Congress.

A renovation and refurbishing of the Blue Room was initiated in the early 1990's by the Committee for The Preservation of the White House and completed in mid-1995. The sapphire blue fabric used for the draperies and furniture covering is similar in color to fabric used in the room in...
and furniture covering is similar in color to fabric used in the room in 1800's. The silk upholstery fabric retains the gold eagle medallion on the chair backs which was adapted from the depiction of one of the Monroe-era chairs in a portrait of President James Monroe.

The blue satin draperies were derived from an early 19th century French source. The walls were hung with a light gold paper adapted from an early 19th century American paper with borders adapted from two early 19th century French papers. The upper border is a blue drapery swag; the lower border along the chair rail blue and gold with rosettes. Installation of a new oval carpet, based on early 19th century designs, completed the renovation project. The design was adapted from an original design for a neoclassical English carpet of about 1815, the period of the furnishings acquired by President James Monroe for the Blue Room.
State Dining Room

This is the best smelling room in the house...especially when the President is hosting a dinner. The State Dining Room can seat 130 guests for dinner or lunch. The chief usher told me that President Theodore Roosevelt (1901-09) once hung a large moose head above the fireplace. His cousin, President Franklin Roosevelt (1933-45), arranged for a quote from a letter written by President John Adams (1797-1801) to be carved into the fireplace mantle. President Adams was the first President to live in the White House. He wrote, in a letter to his wife, "I pray Heaven to bestow the best of blessings on this house and on all that shall hereafter inhabit it. May none but honest and wise men ever rule under this roof."

Photograph courtesy of the White House Historical Association.
Welcome to the State Dining Room

The State Dining Room, which now seats as many as 140 guests, was originally much smaller and served at various times as a drawing room, office, and Cabinet Room. Not until the Andrew Jackson administration was it called the "State Dining Room," although it had been used for formal dinners by previous Presidents.

As the nation grew, so did the invitation list to official functions at the White House.

During the renovation of 1902 by architects McKim, Mead & White, the room size was enlarged after the main stairway from the west end of the Cross Hall was removed. The two Italian marble mantels installed by Monroe were moved to the Red and Green Rooms; a single larger fireplace was constructed on the west wall. The architecture of the room was modeled after that of neoclassical English houses of the late 18th century. Below a new ceiling and a cornice of white plaster, natural oak wall paneling with Corinthian pilasters and a delicately carved frieze was installed. Three console tables with eagle supports, made by the A. H. Davenport Co. of Boston, were placed against the walls, and a silver-plate chandelier and complementing wall sconces were added.

When not set for a state dinner, as seen above, the mahogany dining table, surrounded by Queen Anne-style chairs, displays part of Monroe's gilt service purchased from France in 1817. The ornamental bronze-doré pieces are used today as table decorations. The plateau centerpiece, with seven mirrored sections, measures 14 feet 6 inches in length when fully extended. Standing bacchantes holding wreaths for tiny bowls or candles border the plateau. Three fruit baskets, supported by female figures, may be used to hold flowers. The two rococo-revival candelabra date from the Hayes administration.

Carved into the mantel below George P. A. Healy's portrait of President Lincoln is an inscription from a letter written by John Adams on his second night in the White House:

I pray Heaven to Bestow the Best of Blessings on THIS HOUSE and on All that shall hereafter Inhabit it. May none but honest and Wise Men ever rule this roof.
Barney's White House ABC's

Americans - the people the President serves
Barney - the President's Scottish Terrier who loves to learn
Children - the future of our country
Dreams - the President hopes you will dream big dreams
Education - getting an education is a good choice you can make
First Lady - Laura Bush, the President's wife and a former public school lib
George W. - the President's first name and middle initial
Honor - showing respect to others and the nation
India - the President's cat who loves history
July Fourth - Independence Day, the country's birthday
Keeping your word - a good trait to have
Lynne Cheney - the Vice President's wife.
Marine One - the President's helicopter. "Marine One" is the call sign used
President is on board one of the marine helicopters.
Number 43 - President George W. Bush is the 43rd President of the Unite
Oval Office - the President's office in the West Wing
President Bush - President George W. Bush took the oath of office on Jan
Quality - striving to do your best in everything you do
Reading - if you learn to read, you can do much more
Spotty - the President's dog whose "dream job" is to be a White House tou
Texas - the President's home state. Ofelia, the longhorn cow, lives on the
First Lady's ranch in Crawford, Texas.
United States - the country the President serves
Vice President - Richard B. Cheney, the Vice President of the United Stat
White House - the President's home and office. The White House is also c
People's House.
X-extra, doing more than is required at school, work, and home
You - You can make a difference
Zest - being excited about learning

Barney's White House ABC's

abc | def | ghi | jkl | mno | pqr | stu | vwx | yz | complete li
September 12, 2001

Dear Children:

Many Americans were injured or lost their lives in the recent national tragedy. Friends and loved ones are feeling very sad, and you may be feeling sad, too.

I want to reassure you that many people - including your family, your teacher, and your school counselor - love and care about you and are looking out for you. You can also write down your thoughts and share them with the adults in your life.

When sad or frightening things happen, all of us have an opportunity to be kind to each other by thinking about others. We can show them we care about them and by doing nice things for them. Helping others will make you feel better.

I want you to know how much I care about all of you. Be kind to each other, and show your love for each other.

With best wishes,

Laura Bush
Biography of Spot "Spotty" Fetcher Bush

Spot "Spotty" Fetcher Bush

Breed
English Springer Spaniel

"Dream" Job
White House Tour Dog... loves to tell children about the White House

Birthday
March 17, 1989 at the White House

Address
1600 Pennsylvania Avenue, Washington, D.C.

Owners
President George W. Bush and First Lady Laura Bush

Mother
Mildred Kerr Bush, author of Millie's Book. She belonged to former President George Bush and former First Lady Barbara Bush.

Father
Tug Farish of Lane's End Farm in Kentucky

Namesake
Named after Scott Fletcher, a former Texas Rangers baseball player

A Story about Spotty by Spotty
One day my owners put me on a plane and took me to a huge white house with many rooms to explore. As I searched the house looking for tennis balls and bones, I was surprised at how familiar the place smelled. It was as if I had been there before.

I nudged my owner, President Bush, on the ankle and he said to me, "Well, Spotty, how does it feel to be living again in the same house where you were born?"

Then it all made dog sense. This big house is the White House, the place where I was born on March 17, 1989. My mother, Millie, took care of me and my brothers and sisters before President Bush and First Lady Laura Bush took me to their house in Texas.

http://www.whitehouse.gov/kids/spotty/ 11/12/2001
Barney Bush

Breed
Scottish Terrier

"Dream" Job
Student...loves to learn

Birthday
September 30, 2000 in New Jersey

Address
1600 Pennsylvania Avenue, Washington, D.C.

Owners
President George W. Bush and First Lady Laura Bush

Mother
Coors, a Scottish Terrier owned by Environmental Protection Agency Director Christine Todd Whitman.

Father
Kelly of Champion Motherwell Stormwarning.

A Story about Barney by Barney
One day Spotty and I were playing with our tennis ball on the White House lawn when, all of sudden, something flew over our heads and landed on the grass in front of my nose. I sniffed this flying wonder and discovered it was a round ball with a dashed line around the middle that smelled like a pair of the President's cowboy boots.

"Look, Spotty, a new tennis ball!" I said.

Spotty came over to inspect the ball. She said it wasn't a tennis ball, but a baseball. The President loves to watch baseball games, and he once was Managing Partner for the Texas Rangers Baseball Team.

Before I could ask Spotty any more questions about baseball, a girl wearing a blue cap picked up the ball and threw it to a boy, who wore the same blue cap. He caught the ball with the help of a large, brown hand. Spotty said this was a baseball glove.

Spotty and I followed the children to an area near the White House fountain. We saw two groups of children wearing caps and...
House fountain. We saw two groups of children wearing caps and jerseys. The children wearing blue jerseys stood across a field, and each held a glove in one hand. The children wearing red jerseys waited on a bench.

One by one the children left the bench and stood next to a white square. They used a big stick to hit a ball off a t-shaped stand. The President and First Lady were watching the Tee-ball game, and a tall chicken entertained the crowd. This feathered friend was a mascot for the San Diego Padres.

President Bush wanted to share his love of baseball, and so he decided to invite Tee Ball teams to play on the White House lawn. The first teams to play were the Capital City League Rockies and the Satchel Paige League Memphis Red Sox from Washington, D.C. **You can see pictures from their game.** Now you know how I learned about baseball. Baseball starts with the letter B, just like Barney and Bush. **Have you read my White House ABC's?**
Biography of Ofelia Bush

Ofelia Bush

Breed
Longhorn

"Dream" Job
Cowhand and American Dreamer... loves to dream and tell others about her American Dream Team, a collection of American heroes.

Address
Ranch in Crawford, Texas

Owners
President George W. Bush and First Lady Laura Bush

Namesake
Ofelia, Ellie and Logan are named after staff members who worked for the President when he was Governor of Texas.

Offspring
Ellie and Logan

A Story about Longhorns by Ofelia

I have two calves. One is named Ellie. She's really cute. The other is Logan, and he's a handsome young bull. Ellie's a mother now. Her daughter is as pretty as a wildflower. My owner named my family after some members of his staff. I'm proud of my offspring. They are both white with short horns. As they grow, they will develop black spots and grow long horns like me.

My ancestors, the longhorns, came from Spain and England. Their long legs and hard hoofs were ideal for blazing the cattle trail. Cowboys in the 1870s and 1880s drove some of my ancestors to market. Others stayed on the open plains to graze. But when barbed wire fences sprouted across the Texas plains, roaming the open range ended. Soon, other cows were more popular to breed, and longhorns almost became extinct.

Then, some smart men put together a herd of longhorns on a

http://www.whitehouse.gov/kids/ofelia/
Then, some smart men put together a herd of longhorns on a preserve in South Texas. Ranchers discovered how hearty and resistant to disease we are, and my breed was saved. I love to spend time dreaming, and like my owner, I hope you will dare to dream big dreams. There are many Americans who dreamed big dreams. Meet my monthly American Dream Team.
**India "Willie" Bush**

**Nickname**
Willie. India "Willie" Bush has been a beloved member of the Bush family for more than 10 years.

"Dream" Job
Presidential Historian...loves to tell interesting facts about past Presidents and First Ladies. Take her history quiz.

**Address**
1600 Pennsylvania Avenue, Washington, D.C.

**Owners**
President George W. Bush and First Lady Laura Bush

**Namesake**
Named for former Texas Ranger baseball player, Ruben Sierra, who was called "El Indio"

**A Story about India by India**
My pals, Spotty and Barney, love the outdoors, but I prefer to stay inside. You see, I'm a little shy, and I often hide from strangers, especially photographers. So it wouldn't surprise you to learn that I lived in the White House for several weeks before deciding to explore my surroundings.

One day, I asked Spotty to take me on a tour of the White House. When she showed me the library, I knew I had found my favorite room in the White House. I pulled a book from the bookshelf about President Theodore Roosevelt. President Roosevelt became President one hundred years ago. I learned some interesting facts about him that I want to share:

- President Roosevelt gave the White House its official name in 1901. The White House was known as the President's House and the Executive Mansion.
- President Roosevelt had several nicknames, including T.R. and Teddy. The Teddy Bear is named after President Roosevelt.
- The West Wing of the White House was built at President Roosevelt's time.

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http://www.whitehouse.gov/kids/india/ 11/12/2001
• The West Wing of the White House was built at President Roosevelt's direction in 1902. The West Wing provides office space for the President and his staff.
• President Roosevelt created the White House Press Room and used a new technology, wire services, to communicate with reporters.
• President Roosevelt had six children. His oldest daughter, Alice, was married in the White House.
• President Roosevelt's children owned several unusual pets, including a pony, raccoons, snakes, cats, badgers, dogs and a macaw.
• One day, President Roosevelt's son, Quentin, brought his pony into the White House, squeezed him into the elevator and took him to see his sick brother, Archie.

If I study hard, maybe one day I can become the Presidential Historian at the White House. If you study hard and learn to read, maybe you can become a White House historian or, better yet, maybe you can become President.

In the meantime, you can read about past Presidents and First Ladies on President Bush's web site or in books available at your local library. You can also test your knowledge about President Bush and the White House in my "Presidential Occupations" Quiz.

http://www.whitehouse.gov/kids/india/  
11/12/2001
Abe worked hard and helped his father. When he was nine years old, his mother died.
Abraham's father married Sarah Johnston.
Abe loved his new mom and the three children.

Abe had to work and did not get to go to school very often. But he loved to read books and would read whenever he got the chance.
Math was also a favorite subject of Abe.

Abe became very smart from all of his reading. The people decided him to help make the laws for the state.
He also became a lawyer.

Abraham Lincoln was a smart and honest man.
He worked hard all his life.
Abe helped to end slavery and keep the states together.

Abraham Lincoln was born February 12, 1809.
His home was a log cabin in Kentucky.
Abe, his parents and his sister, Sarah, moved to the state of Indiana when he was seven.

Abe and his family moved to Illinois when he was 21 years old.
After he helped them to get settled, he left to start a life of his own.

Abe worked on farms and as a postmaster until he opened his own store in Illinois.
People trusted Abe and called him Honest Abe.
He once walked six miles to return six cents to a woman who had paid too much at his store.

Abe married Mary Todd and they had four children: Robert, William, Tad and Eddie.
Mr. Lincoln was president when the Civil War began. It was a sad war between the states in the north and in the south. The north won the war and helped end slavery.

Five days after the war ended, President Lincoln went to see a play. That night a man shot him. Abraham Lincoln died the next day on April 15, 1865. President Abraham Lincoln was a great leader and a great man.

You can always remember him on Presidents Day or when you see him on a penny or a stamp.

Abraham Lincoln
What did you learn?

Directions:
Choose the correct answer:

1. Abraham Lincoln did not live in which state?
   a. Indiana
   b. Kentucky
   c. Ohio
   d. Illinois

2. Abraham Lincoln was president during the Civil War. Who won?
   a. South
   b. North
   c. No one won the war.
   d. West

3. What was his favorite subject in school?
   a. English
   b. Science
   c. Math
   d. Recess

4. How did Lincoln die?
   a. Old age
   b. He was shot
   c. He had a heart attack
   d. He was in a car accident.

5. Abraham Lincoln is on what US coin?
   a. nickel
   b. quarter
   c. dime
   d. penny
Reading Skills

President Helping Verbs
Using the Table of Contents, Glossary and Index
Using the Index
Activity Guide for Encyclopedias
Writing a Letter
Abe Lincoln's Hat
Teacher's Self-Selected Reading Guide
Meet the Presidents Journal
People and Places of the White House
Book Review
Name __________________ Date __________________

Presidential Helping Verbs

Which helping verb best completes the sentence? Circle your answer.

1. George Bush and George W. Bush _______ served as President of the United States.
   A. have
   B. is
   C. has

   A. have
   B. is
   C. has

3. We ________ studying the Presidents of the United States.
   A. were
   B. are
   C. is

4. Ronald Regan ______ celebrated his 91st birthday.
   A. have
   B. is
   C. has

5. Abraham Lincoln and President Kennedy _______ elected to office 100 years apart.
   A. was
   B. were
   C. are

6. President Nixon ______ impeached as President.
   A. are
   B. is
   C. was
Using the Table of Contents, Glossary and Index

Directions: Read each question. Answer the question.

1. An index is in the ________ of a book.
   a. front      b. middle      c. back

2. How many pages can you find with Abraham Lincoln?
   a. 3          b. 4          c. 5

3. What is the first topic listed in the dictionary? _______________________

4. There are four topics on page 11. Using the index, name two topics.
   ________________________ and ________________________

5. The index is in ________ order.
   a. picture      b. ABC      c. not in any

6. A glossary is a ________ dictionary.

7. Using the glossary, what does the word abolish mean?
   ________________________

8. How many words are in the glossary?
   a. 4          b. 5          c. 6

9. The glossary is in the ________ of the book?
   a. front      b. middle      c. back

10. The table of contents is in the ________ of the book?
    a. front      b. middle      c. back

11. What page can I find out about George’s marriage? ________

12. George Bush is the 42nd President of the United States. What page did I find this information on? ________
Using the Index

Name ___________________________ Date ___________________________

1. Where is the index in book?
   A. The front       B. The middle       C. The back

2. How is the index organized?
   A. By page number   B. By Pictures   C. ABC order

3. If I were to look up information on the Persian Gulf War, what page would I look on?
   A. 29               B. 12             C. 48

4. If I wanted to look up a person, would I use their first or last name?
   A. First           B. Last          C. Neither

5. How many pages are there on Gennifer Flowers? ____________

6. What pages are they? ____________

7. Bill Clinton married Hillary Clinton. What page can I find her on?
   ____________

8. Their daughter’s name is ________ Clinton. Her name is on page 24 and 30.

9. What pages can you find the name Al Gore? ____________

10. What pages can you find the name Tipper Gore? ____________

11. What pages can you find both Tipper Gore and Al Gore? ____________
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Activity Guide for Encyclopedias

Name ___________________________ Date ______________________

Please answer the following questions.

1. What is an encyclopedia? ____________________________________________

2. What word in bold is on page 72 of your encyclopedia? ________________

3. Which encyclopedia would you use to learn more about dinosaurs? ________

4. Volume 1 = A  Volume 2 = B  Volume 3 = C.  Volume 7 = ________________

5. The topics in the encyclopedia are organized
   A. by pictures.   B. in ABC order.   C. by last name.

6. If I were to look up information on John F. Kennedy, I would look in what encyclopedia?
   A. J encyclopedia  B. F encyclopedia  C. K encyclopedia

7. Name three topics you could look up in the M encyclopedia?
   ____________________________________________
   ____________________________________________
   ____________________________________________

8. The word you are to look up is White House. In complete sentences, write the steps you would take to find this topic in the encyclopedias.
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

9. If you could look up any topic in the encyclopedias, what topic would it be?
   ____________________________________________
Writing a Letter

Name ______________________ __ Date ------------

Directions: Read the letter written below. Put commas where needed.

February 22 2002

Dear Max

We have been studying about presidents in Mr. Drummond’s class at Northwest Elementary School in Huntington Indiana. Did you know that the president lives in Washington D.C.? I am very excited about visiting the White House someday. Did you know that Abraham Lincoln lived in Indiana Kentucky and Illinois? I hope that you get to learn about presidents next year when you are in second grade. Write back soon!

Your friend

Alex
Abe Lincoln's Hat

Name_________________________________________ Date_________________

Read each question. Circle the correct answer.

1. What is one piece of clothing Abe Lincoln bought when he was a lawyer?
   a) He bought a new pair of pants.  
   b) He bought a tall black hat. 
   c) He bought a new shirt. 
   d) He bought a new pair of shoes.

2. Why did people remember Abe Lincoln when they needed a lawyer?
   a) He gave them business card. 
   b) He always won his trials. 
   c) He was friendly to everyone. 
   d) He had a big office.

3. What state did Abe Lincoln live in while he was a lawyer?
   a) Illinois 
   b) Ohio 
   c) Michigan 
   d) Iowa

4. What did Abe Lincoln forget to do?
   a) He forgot to brush his teeth after meals. 
   b) He forgot to tie his shoes. 
   c) He forgot to answer letters. 
   d) He forgot to take his hat off.

5. What did Abe Lincoln do with his hat?
   a) He used it to buy new clothes. 
   b) He used it to collect rainwater. 
   c) He kept important letters in it. 
   d) He forgot to take it off inside.

6. Who did Abe beat for President of the United States of America?
   a) Duff Armstrong 
   b) David Davis 
   c) Stephan Douglas 
   d) Jefferson Davis

7. How did Abe decide who owned the mother of the young colt?
   a) He believed the person who argued the loudest owned the horse. 
   b) He gave the colt to the person who owned the mother that looked most like the colt. 
   c) He set the colt free and let it walk to its mother. 
   d) He sold the colt and split the money between the two people who claimed to owe the mother.

8. Who sent Abe a letter that he answered right away?
   a) Sarah Young 
   b) Hannah Armstrong 
   c) Ella Wilder 
   d) Abigail Sands

9. Why did Abe want to become a senator?
   a) He wanted to live in Washington. 
   b) He wanted to stop slavery. 
   c) He wanted to meet the president. 
   d) He wanted to work in congress.

10. What year did Abe Lincoln run for president?
    a) 1680 
    b) 1860 
    c) 1960 
    d) 1865

Total Number Right ________
## TEACHER'S SELF-SELECTED READING LOG

**Student's Name**

<table>
<thead>
<tr>
<th>Date</th>
<th>Book Title</th>
<th><strong>READS</strong></th>
<th><strong>STRATEGIES USED</strong></th>
<th><strong>COMPREHENSION</strong></th>
<th><strong>LEVEL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fluency</td>
<td>Word-By-Word Words</td>
<td>Context Clues</td>
<td>Syntax Clues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher may add comments in blank spaces below checkmarks.

### Key:
- **Reads:** Check appropriate box.
- **Strategies Used:** Plus(+) for using strategy. Minus(-) for not using strategy.
- **Comprehension:** Check appropriate box.
- **Level:** Check appropriate box.
Meet the Presidents

Journal

Name __________________
People and Places of the White House

Read each sentence. Answer each sentence. Use the pictures and paragraphs from the learning center to help you.

<table>
<thead>
<tr>
<th>Vermeil Room</th>
<th>China Room</th>
<th>Library</th>
<th>State Dining Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red Room</td>
<td>Green Room</td>
<td>Blue Room</td>
<td>East Room</td>
</tr>
</tbody>
</table>

1. This room has many books to read when you are bored.

2. This room allows for many people to eat dinner together.

3. This room has lots of dishes from former presidents.

4. This room has a piano in it.

5. The rooms of this wall are red.

6. There is a portrait of a First Lady with her dog in this room.
BOOK REVIEW

Name

Read each question. Answer each question in a complete sentence.

1. What is the name of this book?

2. Who is the author?

3. Is this book fiction or nonfiction?

4. Where does this story take place?

5. Name one main character of this book.

6. Name two other characters in this story.

7. What is one thing that happens in this story?

8. How does this story end?

9. What was your favorite part of this book?

10. Did you like this book? Why or why not?
Why I Would/Would Not Want to Be President of the United States

Student Sample One:
- Brainstorm
- Rough Draft
- Oral Presentation Rubric
- Written Mechanics/Content Rubric

Student Sample Two:
- Brainstorm
- Rough Draft
- Oral Presentation Rubric
- Written Mechanics/Content Rubric
Why I Would or Would Not Want to Be President

Title
I want to be President

Main Idea
Happy
Main Idea
be safe

Details
I want people to be happy
50 states
people res
Details
I am going to travel
big house
dress up
Details
look after
people
Details
swim
Details
freedom
Details
work
Details
no destruction

the USA
I want to be the President of the United States of America for many reasons. I want people to be happy. I want to see how people live. I want them to be happy. By traveling the 50 states, I will make them happy.

First, I want to live in the White House. I want to because I want to see all the things. I will help other. I want to see how people live.
I want people to be nice. By taking care of them, I want to be in charge.
I want the flag to stand high.

I hate people who destroy.

I like working, traveling, and playing sports. In the U.S.A., I like to drive."
Rubric for Delivery of Oral Presentations

<table>
<thead>
<tr>
<th>Standards:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7.7 Speaks clearly and at an appropriate pace for the type of communication.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7.1 Determine the purpose of listening.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Volume</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs to speak loud enough for audience to hear.</td>
<td>Speaks loud enough for audience to hear some of the time.</td>
<td>Speaks loud enough for audience to hear most of the time.</td>
<td>Speaks loud enough for audience to hear all of the time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Posture * Stands in one place</th>
<th>Needs to work on items listed</th>
<th>Includes one of the items listed.</th>
<th>Includes two of the items listed.</th>
<th>Includes all of the items listed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means to work on items listed</td>
<td>Needs to work on items listed</td>
<td>Includes one of the items listed.</td>
<td>Includes two of the items listed.</td>
<td>Includes all of the items listed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pace</th>
<th>Speak/Reads presentation word by word.</th>
<th>Speaks/Reads presentation as if holding a conversation, or talking with a friend some of the time.</th>
<th>Speaks/Reads presentation as if holding a conversation, or talking with a friend most of the time.</th>
<th>Speaks/Reads presentation as if holding a conversation, or talking with a friend all of the time.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaks Clearly</th>
<th>Student needs to work on pronouncing words, and speaking so audience is able to understand student.</th>
<th>Pronounces some of the words correctly and audience understands student some of the time.</th>
<th>Pronounces most words correctly and audience understands student most of the time.</th>
<th>Pronounces all words correctly and audience understands student.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening Skills * Faces the speaker</th>
<th>Needs to work on items listed.</th>
<th>Uses listening skills some of the time.</th>
<th>Uses listening skills most of the time.</th>
<th>Uses listening skills all of the time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Looks at the speaker</td>
<td>* Sits appropriately</td>
<td>* Silent, active listening</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Writing Mechanics/Content Rubric

### Academic Standards:
- **2.4.** Review, evaluate, and revise writing for meaning and clarity.
- **4.7.** Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- **4.8.** Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.
- **2.5.2.** Writes story using main ideas and supporting details.
- **2.6.1.** Form letters correctly and space words and sentences properly so that writing can be read easily by another person.
- **2.6.2.** Distinguish between complete and incomplete sentences.
- **2.6.7.** Capitalize all proper nouns words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

### Rubric Table

<table>
<thead>
<tr>
<th></th>
<th>Starting</th>
<th>Getting Closer</th>
<th>Usually Proud</th>
<th>Full of Pride</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Idea</strong></td>
<td>Needs to have main idea.</td>
<td>Wrote 1 main idea.</td>
<td>Wrote 2 main ideas.</td>
<td>Wrote more than 2 main ideas.</td>
</tr>
<tr>
<td></td>
<td><strong>Supporting Details</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs supporting details.</td>
<td>Wrote few details to support main idea(s).</td>
<td>Wrote some details to support main idea(s).</td>
<td>Wrote details to support main ideas.</td>
</tr>
<tr>
<td><strong>Complete Sentences</strong></td>
<td>Needs to write complete sentences.</td>
<td>Wrote complete sentences <em>some</em> of the time.</td>
<td>Wrote complete sentences <em>most</em> of the time.</td>
<td>Wrote complete sentences.</td>
</tr>
<tr>
<td></td>
<td><strong>Capitalization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs to correct capitalization.</td>
<td>Used correct capitalization <em>some</em> of the time.</td>
<td>Used correct capitalization <em>most</em> of the time.</td>
<td>Used correct capitalization.</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>Needs to correctly use punctuation.</td>
<td>Correctly used punctuation <em>some</em> of the time.</td>
<td>Correctly used punctuation <em>most</em> of the time.</td>
<td>Correctly used punctuation.</td>
</tr>
<tr>
<td></td>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs to correctly spell words.</td>
<td>Correctly spelled words <em>some</em> of the time.</td>
<td>Correctly spelled words <em>most</em> of the time.</td>
<td>Correctly spelled words.</td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
<td>Needs to keep the same verb tense in writing.</td>
<td>Kept the same verb tense <em>some</em> of the time.</td>
<td>Kept the same verb tense <em>most</em> of the time.</td>
<td>Correctly used the same verb tense throughout writing.</td>
</tr>
<tr>
<td></td>
<td><strong>Forms in Final Copy</strong></td>
<td>Used 1 or 2 of the items.</td>
<td>Used 3 of the items.</td>
<td>Used 4 of the items.</td>
</tr>
<tr>
<td></td>
<td>Uses letters correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Letters touch the lines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erases mistakes completely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adequately spaces</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Margins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Copy</strong></td>
<td>Checks for errors in edited rough draft</td>
<td>Needs to copy final draft carefully.</td>
<td>Carefully copied final draft <em>some</em> of the time.</td>
<td>Carefully copied final draft <em>most</em> of the time.</td>
</tr>
</tbody>
</table>

### Handwritten Notes
- [Signature]

---

**Comment:**
- **You need to slow down and take your time on your final copy.**
# Why I Would or Would Not Want to Be President

<table>
<thead>
<tr>
<th>Title</th>
<th>I would not want to be president</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>He has a lot of papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details</td>
<td>He rights his name a lot. He has to right a lot. He gets a lot of papers every day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>He is in charge of the states.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details</td>
<td>He has to go to the attack. He has to fight for freedom, people what to do.</td>
</tr>
</tbody>
</table>

| Details   | Make all the plans for fighting in the war. Tell all the people what to do. |
I would not want to be President for many reasons. He has a lot of papers to write. He rights his name a lot. He has to read all the papers. He has to right a lot. He gets a lot of
papers every day. A
Another reason is
I would be in
charge of all the
United States of
America. He has
to go to the attacks.
He has to fight for
freedom and make the plans
for fighting in the
He also fell all the people what to do.

I would be in charge of all the people. He has to give a lot of long

speeches.
Rubric for Delivery of Oral Presentations

Standards:
2.7.7 Speaks clearly and at an appropriate pace for the type of communication.
2.7.1 Determine the purpose of listening.

<table>
<thead>
<tr>
<th>Volume</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td></td>
<td>Needs to speak loud enough for audience to hear.</td>
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<td>Speaks loud enough for audience to hear most of the time.</td>
<td>Speaks loud enough for audience to hear all of the time.</td>
</tr>
<tr>
<td>Posture</td>
<td>Needs to work on items listed</td>
<td>Includes one of the items listed.</td>
<td>Includes two of the items listed.</td>
<td>Includes all of the items listed.</td>
</tr>
<tr>
<td>* Stands in one place</td>
<td>* Stands tall and proud</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Keeps paper below shoulders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pace</td>
<td>Speaks/Reads presentation word by word.</td>
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<tr>
<td>Listening Skills</td>
<td>Needs to work on items listed.</td>
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<td>Uses listening skills most of the time.</td>
<td>Uses listening skills all of the time.</td>
</tr>
<tr>
<td>* Faces the speaker</td>
<td>* Looks at the speaker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Sits appropriately</td>
<td>* Silent, active listening</td>
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</tbody>
</table>
# Writing Mechanics/Content Rubric

**Academic Standards:**

1. Review, evaluate, and revise writing for meaning and clarity.
2. Read, evaluate, and revise writing for meaning and clarity.
3. Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
4. Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.
5. Distinguish between complete and incomplete sentences.
6. Capitalize all proper nouns words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Starting</th>
<th>Getting Closer</th>
<th>Usually Proud</th>
<th>Full of Pride</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has 2 main ideas that relate to topic.</td>
<td>Needs to have main idea.</td>
<td>Wrote 1 main idea.</td>
<td>Wrote 2 main ideas.</td>
<td>Wrote more than 2 main ideas.</td>
</tr>
<tr>
<td>Supporting Details</td>
<td>Needs to support main ideas.</td>
<td>Wrote few details to support main idea(s).</td>
<td>Wrote some details to support main idea(s).</td>
<td>Wrote details to support main ideas.</td>
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<tr>
<td>Complete Sentences</td>
<td>Needs to write complete sentences.</td>
<td>Wrote complete sentences some of the time.</td>
<td>Wrote complete sentences most of the time.</td>
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</tr>
<tr>
<td>Capitalization</td>
<td>Needs to correct capitalization.</td>
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<td>Used correct capitalization most of the time.</td>
<td>Used correct capitalization.</td>
</tr>
<tr>
<td>Punctuation</td>
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<td>Correctly used punctuation most of the time.</td>
<td>Correctly used punctuation.</td>
</tr>
<tr>
<td>Spelling</td>
<td>Needs to correctly spell words.</td>
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<td>Correctly spelled words most of the time.</td>
<td>Correctly spelled words.</td>
</tr>
<tr>
<td>Verbs</td>
<td>Needs to keep the same verb tense in writing.</td>
<td>Kept the same verb tense some of the time.</td>
<td>Kept the same verb tense most of the time.</td>
<td>Correctly used the same verb tense throughout writing.</td>
</tr>
<tr>
<td>Forms in Final Copy</td>
<td>Used 1 or 2 of the items.</td>
<td>Used 3 of the items.</td>
<td>Used 4 of the items.</td>
<td>All 5 items included.</td>
</tr>
<tr>
<td>Copy</td>
<td>Needs to copy final draft carefully.</td>
<td>Carefully copied final draft some of the time.</td>
<td>Carefully copied final draft most of the time.</td>
<td>Carefully copied final draft.</td>
</tr>
</tbody>
</table>

- **Score:** 72/74
- **Name:** Kylie
Letter to the President

Sample Envelope
Sample Rubric
3 Rough Drafts
2 Final Copies
Sample Final Copy Paper
Mailing the President
## Writing Mechanics/Content Rubric

### Indiana Academic Standards:
- Score

**Review, evaluate, and revise writing for meaning and clarity.**
- Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

- Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.

- Writes a friendly letter, and includes all five parts of a letter.

- Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

- Distinguish between complete and incomplete sentences.

- Capitalize all proper nouns words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

### Parts of a Letter

<table>
<thead>
<tr>
<th>Starting</th>
<th>Getting Closer</th>
<th>Usually Proud</th>
<th>Full of Pride</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Content

- Personal Information
- Thank you sentences.
- Questions included

### Complete Sentences

- Subject
- Predicate

### Italization

- Beginning of Sentences
- Proper Nouns

### Punctuation

- Periods
- Question Marks
- Exclamation Points
- Commas

### Spelling

- Common Words
- Word Wall Words
- Dictionary

### Verbs

- Past Tense
- Present Tense

### Forms in Final Copy

- Forms letters correctly
- Letters touch the lines
- Erases mistakes completely
- Adequately spaces
- Margins

### Final Copy

- Checks for errors in edited rough draft
- Correctly writes final copy

### Parts of a Letter

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td></td>
</tr>
<tr>
<td>Body</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>

| Content

### Starting

<table>
<thead>
<tr>
<th>Needs to include ideas in letter.</th>
</tr>
</thead>
</table>

### Getting Closer

<table>
<thead>
<tr>
<th>Only 1 idea was in letter.</th>
</tr>
</thead>
</table>

### Usually Proud

<table>
<thead>
<tr>
<th>Only 2 ideas were in letter.</th>
</tr>
</thead>
</table>

### Full of Pride

<table>
<thead>
<tr>
<th>All 3 ideas were in letter.</th>
</tr>
</thead>
</table>

### Complete Sentences

<table>
<thead>
<tr>
<th>Needs to write complete sentences.</th>
</tr>
</thead>
</table>

### Starting

<table>
<thead>
<tr>
<th>Wrote complete sentences some of the time.</th>
</tr>
</thead>
</table>

### Getting Closer

<table>
<thead>
<tr>
<th>Wrote complete sentences most of the time.</th>
</tr>
</thead>
</table>

### Usually Proud

<table>
<thead>
<tr>
<th>Wrote complete sentences.</th>
</tr>
</thead>
</table>

### Full of Pride

<table>
<thead>
<tr>
<th>Wrote complete sentences.</th>
</tr>
</thead>
</table>

### Italization

<table>
<thead>
<tr>
<th>Needs to correct capitalization.</th>
</tr>
</thead>
</table>

### Starting

<table>
<thead>
<tr>
<th>Used correct capitalization some of the time.</th>
</tr>
</thead>
</table>

### Getting Closer

<table>
<thead>
<tr>
<th>Used correct capitalization most of the time.</th>
</tr>
</thead>
</table>

### Usually Proud

<table>
<thead>
<tr>
<th>Used correct capitalization.</th>
</tr>
</thead>
</table>

### Full of Pride

<table>
<thead>
<tr>
<th>Used correct capitalization.</th>
</tr>
</thead>
</table>

### Punctuation

<table>
<thead>
<tr>
<th>Needs to correctly use punctuation.</th>
</tr>
</thead>
</table>

### Starting

<table>
<thead>
<tr>
<th>Correctly used punctuation some of the time.</th>
</tr>
</thead>
</table>

### Getting Closer

<table>
<thead>
<tr>
<th>Correctly used punctuation most of the time.</th>
</tr>
</thead>
</table>

### Usually Proud

<table>
<thead>
<tr>
<th>Correctly used punctuation.</th>
</tr>
</thead>
</table>

### Full of Pride

<table>
<thead>
<tr>
<th>Correctly used punctuation.</th>
</tr>
</thead>
</table>

### Spelling

<table>
<thead>
<tr>
<th>Needs to correctly spell words.</th>
</tr>
</thead>
</table>

### Starting

<table>
<thead>
<tr>
<th>Correctly spelled words some of the time.</th>
</tr>
</thead>
</table>

### Getting Closer

<table>
<thead>
<tr>
<th>Correctly spelled words most of the time.</th>
</tr>
</thead>
</table>

### Usually Proud

<table>
<thead>
<tr>
<th>Correctly spelled words.</th>
</tr>
</thead>
</table>

### Full of Pride

<table>
<thead>
<tr>
<th>Correctly spelled words.</th>
</tr>
</thead>
</table>

### Verbs

<table>
<thead>
<tr>
<th>Needs to keep the same verb tense in writing.</th>
</tr>
</thead>
</table>

### Starting

<table>
<thead>
<tr>
<th>Kept the same verb tense some of the time.</th>
</tr>
</thead>
</table>

### Getting Closer

<table>
<thead>
<tr>
<th>Kept the same verb tense most of the time.</th>
</tr>
</thead>
</table>

### Usually Proud

<table>
<thead>
<tr>
<th>Kept the same verb tense.</th>
</tr>
</thead>
</table>

### Full of Pride

<table>
<thead>
<tr>
<th>Kept the same verb tense.</th>
</tr>
</thead>
</table>

### Forms in Final Copy

<table>
<thead>
<tr>
<th>Used 1 or 2 of the items.</th>
</tr>
</thead>
</table>

### Starting

<table>
<thead>
<tr>
<th>Used 3 of the items.</th>
</tr>
</thead>
</table>

### Getting Closer

<table>
<thead>
<tr>
<th>Used 4 of the items.</th>
</tr>
</thead>
</table>

### Usually Proud

<table>
<thead>
<tr>
<th>All 5 items included.</th>
</tr>
</thead>
</table>

### Full of Pride

<table>
<thead>
<tr>
<th>All 5 items included.</th>
</tr>
</thead>
</table>

### Final Copy

<table>
<thead>
<tr>
<th>Needs to copy final draft carefully.</th>
</tr>
</thead>
</table>

### Starting

<table>
<thead>
<tr>
<th>Carefully copied final draft some of the time.</th>
</tr>
</thead>
</table>

### Getting Closer

<table>
<thead>
<tr>
<th>Carefully copied final draft most of the time.</th>
</tr>
</thead>
</table>

### Usually Proud

<table>
<thead>
<tr>
<th>Carefully copied final draft.</th>
</tr>
</thead>
</table>

### Full of Pride

<table>
<thead>
<tr>
<th>Carefully copied final draft.</th>
</tr>
</thead>
</table>
February 28, 2002

Dear President Bush,

My name is Kylie Campbell. I am a second grade student at Northwest Elementary School in Huntington, Indiana. My teacher is Mrs. Gehrk.

Thank you for making
the U.S.A. a better place. Thank you for making good choices.

Mr. Bush, I have some questions for you:

What are things you like about being President? What is your favorite part about being President?

Please write back.

Sincerely...
Dear President Bush,

Hello, my name is Mariah Fulton. I am 8 years old. I am in the second grade. My teacher is Mrs. Gehrke. I go to Northwest Elementary School in Huntington, Indiana. I would like to ask you a few questions.
How many children do you have?

Do you have any brothers and sisters? Thank you for keeping our country safe. Thank you for keeping our taxes low.

Sincerely,

Mariah Fulton
February 28, 2000

Dear President Bush,

Hi! My name is Jericho Parrett. I'm in second grade at Northwest Elementary school in Huntington Indiana. My teachers' names are Mrs. Gebrke and Mr. Drummond.
Thank you for protesting us and making the world a better place. Also thank you for making good choices.

Mr. Bush, I have some questions for you. What do you like about being President of the United States of America?
March 6, 2002

Dear President Bush,

Hi my name is Garrett Williams. I am in second grade at Northwest Elementary School in Huntington, Indiana. My teachers are Mr. Drummond and Mrs. Gehrke.

Thank you for thinking wisely. Thank you for making U.S.A. a better place.

Mr. Bush, I have some questions for you. What is your favorite part about being president? What are the things you like about being president?

Sincerely,

Garrett Williams

P.S. Please write back
March 6, 2002

Dear President Bush,

Hello my name is Trevor Storie. I am a second grader at Northwest Elementary School in Huntington, Indiana. My teachers are Mrs. Gehrke and Mr. Drummond.

Thank you for making wise decisions. Thank you for helping the United States of America. Thank you for loving other people.

Mr. Bush, I have some questions for you. What is the best thing about the White House? What is the best thing about being President?

Sincerely,

Trevor Storie

P.S. Please write back.
President Project

Research Booklet:
Sample of Information Given to Students
Title Page
President Biographical Information
Birth/Death of President
During His Childhood Years
Marriage and Children
While He Was in Office
Interesting Facts
A Picture of Your Choice
How Good Was Your President?
Dinner with the President
Answering Your Question

Writing the Speech:
President Speech Outline
Sample Oral Presentation Rubric

Student Sample One:
Rough Draft
Final Draft
Writing Mechanics Rubric
Presentation Rubric

Student Sample Two:
Rough Draft
Final Draft
Writing Mechanics Rubric
Presentation Rubric
Andrew Johnson

Birth: December 29, 1808
Death: July 31, 1875
Term: Less than 1 (not elected)
Vice President: none
Party Affiliation: Union
Birthplace: Raleigh, North Carolina
First Lady: Eliza McCardle, hostess Martha Patterson (daughter)
College Education: None

Interesting Facts:
★ Tailor by trade
★ Tennessee governor (1853–1857)
★ Only southern senator during Civil War who refused to secede with his state
★ First impeachment vote by House of Representatives, acquitted by Senate
★ Start of Southern Reconstruction
★ Slavery officially abolished
★ Purchased Alaska from Russia
★ Nebraska joined Union
Andrew Johnson

Nickname: The Old Commoner
Born: December 29, 1808
Birthplace: Raleigh, North Carolina
Profession: Tailor
Marriage: May 17, 1827, to Eliza McCardle
Children: Martha, Charles, Mary, Robert and Andrew Jr.
Term as President: April 15, 1865-March 4, 1869
Political Parties: Democratic, Unionist
Vice President: None
Died: July 31, 1875
Buried: Greenville, Tennessee

★ This song about Andrew Johnson was popular in Greenville, Tennessee:

If you want a brand-new coat
I'll tell you what to do:
Go down to Andrew Johnson's shop
And get a long tail blue.

If you want the girls to love you,
To love you good and true,
Go down to Andy's tailor shop
And a get a long tail blue.

★ Johnson's father worked as a porter at an inn and as sexton for a local church. His family was poor. Andrew never attended school. He and his brother apprenticed to a tailor. Johnson learned writing and arithmetic from his wife, Eliza, after they were married.

★ One night the Johnson brothers and some other apprentices played a prank on a woman by rocking her house back and forth. She threatened to have them arrested, so the boys ran away. Their master placed an ad in the Raleigh Gazette offering a $10 reward for their return. Two years later Johnson returned and apologized to his master, but the tailor refused to take him back.

★ When Johnson spoke against secession, several attempts were made on his life.

★ Notable Quote: If being poor was a crime ... I should have to plead that I was guilty.

Andrew Johnson

★ Check It Out
Andrew Johnson
by Zachary Kent
(Childrens Press, 1989)

Impeached: The President Who Almost Lost His Job
by G. Allen Foster
(Criterion Books, 1964)

The Presidents of the United States: 1865-1889
by Ruth Oakley
(Marshall Cavendish, 1990)
Read the information about Andrew Johnson. Write your answers below.

Johnson's father died when Andrew was three years old. He and his brother were apprenticed to a tailor, but they ran away without finishing his training. Johnson moved to Greenville, Tennessee, where he set up his own tailoring business at 17.

★ What is a tailor?

His tailoring business prospered. Johnson was elected mayor of Greenville. He was later elected to the Tennessee legislature and the U.S. House of Representatives. He became governor of Tennessee and a U.S. senator.

Although he owned eight household slaves and believed strongly in states' rights, Johnson remained loyal to the Union. He believed secession was unconstitutional. He was the only Southerner not to resign from the Senate. This was seen as a courageous act by Northerners. The Southerners considered it a traitorous action.

★ How can an action be seen so differently by two groups of people? Was he courageous or a traitor? What do you think?

Because Johnson was the only Southern senator to adhere to the Union cause during the Civil War, he was nominated as Vice President in the 1864 election to secure a balanced ticket. He became President when Lincoln was assassinated, only six weeks after the inauguration.

Johnson urged all states to quickly ratify the 13th Amendment banning slavery. The amendment became law on December 18, 1865.

As President, Johnson had to face several major problems:

★ How to repair damage done in the South by the Civil War
★ How to restore the economy in both the North and the South
★ Which former confederates should receive pardons
★ How to re-admit the Southern states to the Union
★ How to peacefully reunite the North and the South
★ What to do with 3½ million former slaves

★ Select one of the problems above. Give several of your own suggestions about what Johnson could have been done.

★ Challenge Questions
1. While Johnson was President, the United States purchased Alaska from Russia for $7.2 million (about 2 cents an acre). What was the name of Johnson's Secretary of State who arranged the purchase?
2. If you had been President, how would you have felt about a law that prevented you from dismissing government officials, even members of your own cabinet? What happened to the Tenure of Office Act? Is it still legal?
Presidential Project

The President I am studying is:

_____________________________________

My name: ______________________________

Northwest Elementary School
Mr. Drummond
Second Grade
February 2001
President Biographical Information

Name of my president is: ______________________

He is the _____ president of the United States of America

This is a picture of my president.
Birth/Death of President

He was born on this date: ________________________________

He was born in this city: ________________________________

He was born in this state: ________________________________

He died on this date: ________________________________

He died in this city: ________________________________

He died in this state: ________________________________

This is a picture of the state he was born in.
During his childhood years

He lived most of his life in this state: ________________

His father was: ____________________________________

His mother was: __________________________________

Did he have any brothers or sisters? ________________

What were their names if he did? ________________

______________________________________________

Any information about his school: ________________

______________________________________________
Marriage & Children

Did he have a wife? __________________________

What was her name? __________________________

Did he have any children? ______________________

What were their names? _________________________

Draw a family portrait:

[Blank space for drawing]
While He was in Office:

What years was he in office? ____________________________

How many years is that? ____________________________

What was his party? ____________________________

Did he live in the White House that is in Washington, DC? ____________________________

What was the name of the person(s) he beat for office?

__________________________________________

What were two things he did while in office?

1) ____________________________________________

2) ____________________________________________