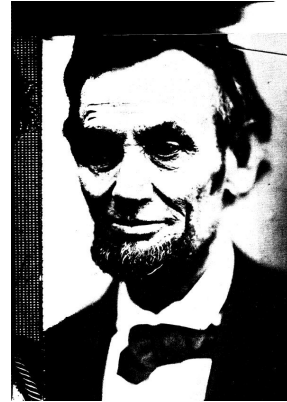
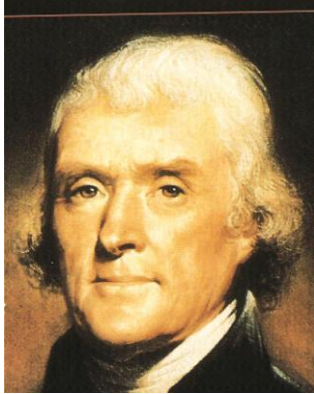
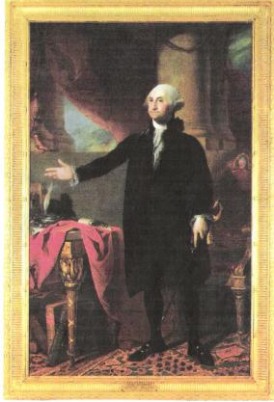
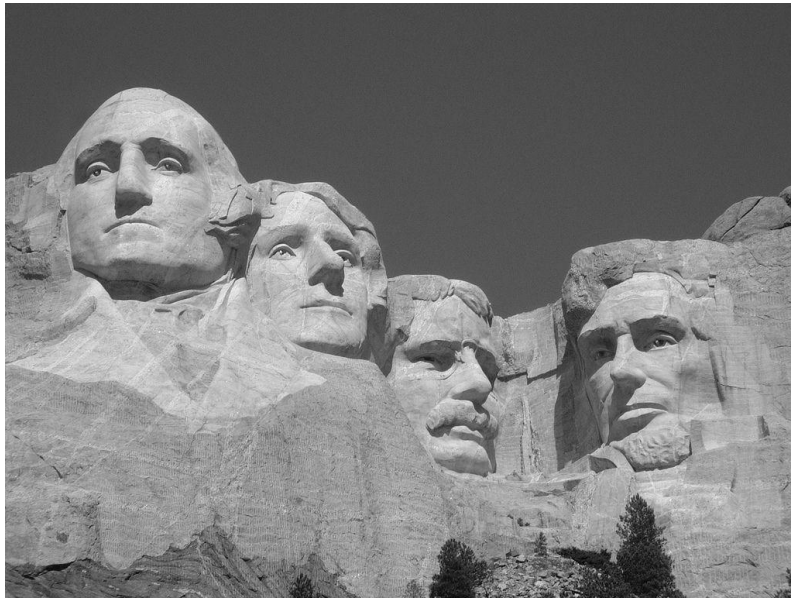




UNIT X. THE POWER OF THE PRESIDENCY



VIEWS OF THE U.S. PRESIDENCY FROM THE MOUNTAIN OF THE PRESIDENTS



A multi-disciplined curriculum using exercises
in ELA, Social Studies & The Arts for ESL and Secondary students
Camille Linen ArtofEnglish.net 2012



THE POWER OF THE PRESIDENCY UNIT X

This curriculum unit is an adaptation of one I designed in 2008 which I used prior to the election of America's first African American president, Barack Obama. He is not included in this unit because there is an ELA unit about him and his literacy skills available on my ArtofEnglish.net website: Unit IX: *Speak like Obama, Write Like Obama*.

The best lessons from the 2008 unit are included in this one along with new activities that relate to my teaching style: using the arts to enhance language acquisition and to define our history and culture. The materials included in this unit are appropriate for Intermediate and Advanced ESL students and students in grades 7-12.

In addition to providing multi-layered portraits of the four presidents carved on iconic Mount Rushmore, this unit also provides activities in the following ELA disciplines:

1. Guided Reading:
 - a. Students listen to teacher read.
 - b. Students listen to teacher read and follow the text.
 - c. Students read assigned paragraphs (sections) aloud.
 - d. Students answer comprehension questions at each level.
2. Vocabulary Development:
 - a. Students identify and define unfamiliar words.
 - b. Students identify each word's part of speech and how that drives usage.
 - c. Students use Select, Transform, Pronounce (STP) strategy.
3. Journal Writing:
 - a. Students write their opinions of the four presidents; what qualities are essential for the "perfect" president; presidents of their home countries.
 - b. Teacher corrects student writings.
 - c. Students do re-writes including teacher corrections.
 - d. Students read their writings aloud in class.
4. Speech Making:
 - a. Students use Internet to research information about a 20th century U.S. president in preparation for simulated t.v. "special" on that president.
 - b. Students become "talking heads" to present their reports to class
 - c. Students present their speeches with enthusiasm and interpretation.
5. Improvisations, Theater, Poetry:
 - a. Students read scenes from plays and poetry about the four presidents using theater techniques and standard English pronunciation.
 - b. Students look at pictures from four presidents' lives, choose a character to act, create dialogue and act out scenes through improvisation.



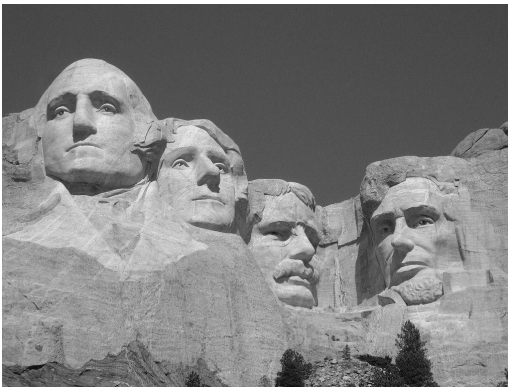
UNIT X. THE POWER OF THE PRESIDENCY.

What do you already know about the presidents shown on the cover?

1. Look at each president's picture on the cover of this unit.
 - a. Identify the president.
 - b. List 3 adjectives that describe his picture.
 - c. List 3 facts you know about each president.
2. Take the Pre-Test: Twenty Citizenship questions related to the presidency.

THE PAST:

Mountain of the Presidents



1. Who are the four presidents carved on Mount Rushmore?
 - a. Who chose them to be carved onto the mountain?
 - b. Why was each one chosen?
2. How was each one known in the art/letters of their time? by the "press"? as a family man?
3. How is each one known in contemporary art/letters?
 - a. Read selections from poetry, plays about the four presidents.
 - b. Interpret famous artwork and movies inspired by the four presidents.
4. What does the U.S. Constitution have to say about the office of president?

THE PRESENT: Journal Writing, Internet Research, Broadcasting

Identify three characteristics you want to see in a president.

Discuss how the four presidents studied reflect those characteristics.

Do Internet research on one 20th century U.S. president's life, how he got to be president and what he accomplished in that office.

Compare the U.S. president you chose to a favorite president from your country.

Present a 5 minute special report on your U.S. president to the class.

VOCABULARY DEVELOPMENT...STP STRATEGY

(Word below are taken from The Real Washington.)

SELECT an unfamiliar word

identify its part of speech- **muscle** (adj.) **due** (adj)

TRANSFORM the word into another part of speech: **muscle**(n) **due** (preposition)

use both forms in sentences.

PRONOUNCE the word aloud using standard English pronunciation.

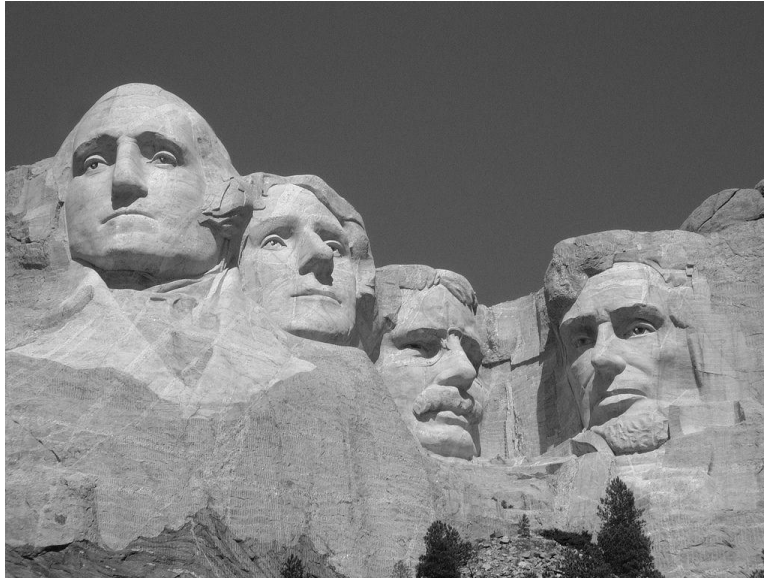


Twenty Citizenship Questions related to the U.S. presidency

MODEL: READ. WRITE. SPEAK. LISTEN. Read the following questions aloud, answer the following questions and write the questions and answers in your journals.

1. Who was the first president of the United States?
 2. Who is the President of the United States today?
 3. Who elects the President of the United States?
 4. Who becomes President if the president should die?
 5. For how long do we elect the President?
 6. Who becomes President if both the president and the vice president should die?
 7. How many terms can a President serve?
 8. Who was the main writer of the Declaration of Independence?
 9. When is the Declaration of Independence celebrated?
 10. What is the basic belief of the Declaration of Independence?
 11. Who was President during the Civil War?
 12. Which President is called “ The Father of our Country”?
 13. Which President freed the slaves?
 14. What is the White House?
 15. Where is the White House located?
 16. Who is the Commander in Chief of the U.S. military?
 17. In what month do we vote for President?
 18. In what month is the President inaugurated?
 19. Which President was the first Commander in Chief of the U.S. military?
 20. In order to be eligible to become President there are certain requirements specified in the U.S. Constitution, name one of them.
-

MOUNTAIN OF THE PRESIDENTS. Mount Rushmore: Why these four men?



MODEL: READ. LISTEN. Read the following information about the **Mountain of the Presidents, Mount Rushmore.**

Who chose these four men to be carved into the face of a mountain?

The four presidents were chosen by Mount Rushmore's designer and sculptor Gutzon Borglum. He explained, "The purpose of the memorial is to communicate the founding, expansion, preservation and unification of the United States with colossal statues of Washington, Jefferson, Lincoln and Theodore Roosevelt." The following were his reasons for choosing each president.

Why was each one chosen? George Washington: as the first president, he led the war for Independence. As father of our country he is the most prominent figure on the mountain.

Thomas Jefferson: The third president, he was the author of the Declaration of Independence, which inspires democracies around the world. He also purchased the Louisiana Territory from France in 1803 which doubled the size of the country, adding parts of 15 present-day states,

Theodore Roosevelt: The 26th president believed "*the first requisite of a good citizen in this republic of ours is that he shall be able and willing to pull his weight – that he shall not be a mere passenger.*" In no way could Theodore Roosevelt be a mere passenger in any undertaking. He was instrumental in negotiating the construction of the Panama Canal, linking the east and west.

Abraham Lincoln: The 16th president. He held the nation together during the Civil War.

PRACTICE: READ. WRITE. VOCABULARY: STP STRATEGY

Select FIVE unfamiliar nouns from the reading above. List them below. Then transform, pronounce.

SELECTED NOUNS

TRANSFORM

PRONOUNCE(phonetics)

- 1.
 - 2
 - 3.
 - 4.
 - 5.
-

MOUNTAIN OF THE PRESIDENTS: THE MEN WHO CARVED THE MOUNTAIN

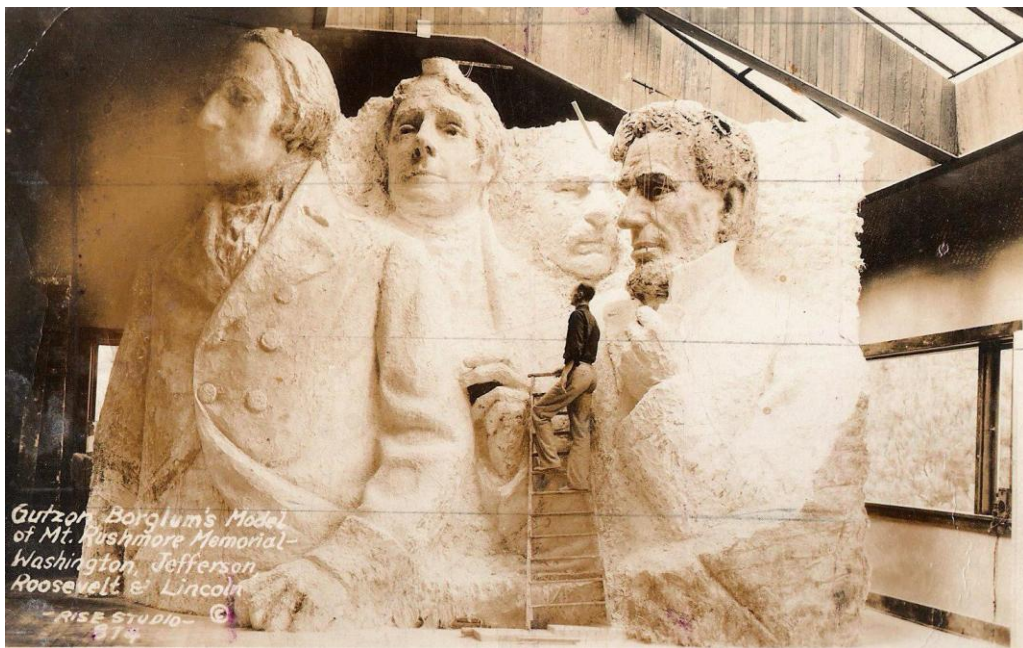
ENRICH: READ. SPEAK. LISTEN. Read the following scenes from a new story about the carving of Mount Rushmore, *In the Shadow of the Mountain*, by Lou Del Bianco and Camille Linen. The characters in these two scenes are all real people (1) Senator Norbeck, U.S. Senator from South Dakota, Gutzon Borglum, the designer and sculptor of the mountain and Luigi Del Bianco, an Italian immigrant-artist who was chief carver from 1933-1940.

WRITE: Write about each scene after reading it, read what you wrote to everyone.

In The Shadow of the Mountain

(Reader's Theater edition)

CHAPTER THIRTEEN BORGLUM'S STUDIO



Borglum Studio photo from Luigi's collection

- Borglum:** Dammit, senator, how can I carve this mountain with no money? Will you tell me that? Look at my model. At this point I'll only be able to carve the heads and nothing else. I have men to pay. I have myself to pay. This commission does nothing but tie one hand behind my back! I should be in control of these funds. I'm asking you for the last time, when are they going to release the money they promised?
- Norbeck:** I've been trying to tell you, the \$55,000 authorized Congress is in a state of limbo right now. Having the authorization is one thing, getting the money appropriated is another. Let me remind you, this is the Depression...
- Borglum:** I know this the Depression!!

Norbeck: Please, let me finish. You know I'm not well... Every local group is crying out to Congress to release funds for their projects... some of which actually feed starving people.

Norbeck: Mount Rushmore just isn't a federal priority at this time...

Borglum: Senator....

Norbeck: You will have to make do with the \$3500. for the rest of the season and do not overspend! There has been too much of that already. And stop spending your own money. You have no one but yourself to blame for that... Mr. Borglum, you are a great sculptor. The best in the world. We believe in your talent. We believe in finishing this work... Please, concentrate on the art. Leave the finances to the commission. Good day.

Borglum: Good day, senator. Leave the finances to the commission. Easier said than done. Ah, Bianco, a fellow artist. You're a sight for sore eyes.

Luigi: Maestro, buon giorno.

Borglum: Ah, Bianco, these goddamn businessmen. They're always getting in the way of the artists' work.

Luigi: But, the businessmen, they hold the money.

Borglum: That's what keeps me up at night. That and the creditors nipping at my heels. Never mind that. Come, Bianco, we have to figure out these points for the eyes of Lincoln. I need your advice on something.

Luigi: It is always an honor for me to give you advice.



Luigi in Borglum's studio from his own collection

PRACTICE: WRITE. READ. Write a synopsis of this scene. Read it aloud to class

In The Shadow of the Mountain

CHAPTER THIRTY BORGLUM'S STUDIO

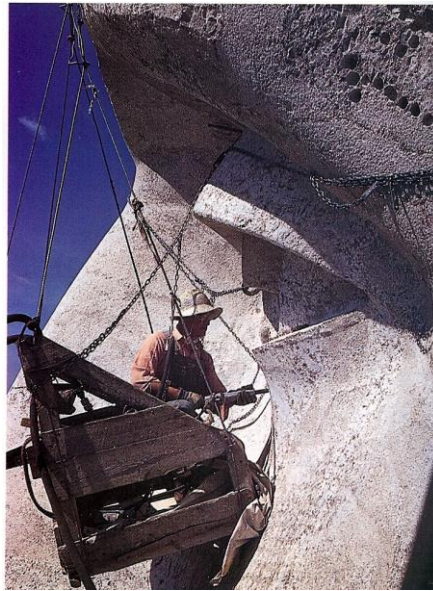
- Borglum:** Good morning, Bianco. You're late.
- Luigi:** Mi scusi. Just one half hour. I sleep too much. We stay at Pine Ridge for the ceremony until late. Che bella luna...
- Borglum:** We have a lot to do today. We need to finish Lincoln's other eye before you go back to New York. I wish you lived out here with us, Bianco. Do you think Nicoletta and the boys would like to stay?
- Luigi:** The boys, yes! Nicoletta, not so much. She likes Port Chester. If the mountain moves to Port Chester, she will be very happy.
- Borglum:** Ah, but the mountain must be here. In South Dakota. It is the reason Mr. Robinson hired me...to bring people, tourists to this beautiful, but far away, state.
- Luigi:** Ah yes, I meet Mr. Robinson, but who is this man?
- Borglum:** Doane Robinson, the historian for South Dakota. He wanted me to carve the western heroes: Lewis and Clark, Kit Carson. But I said no, these heroes must be grander...I said we must carve the presidents instead.
- Luigi:** I see, we make it more beautiful with our presidentes.
- Borglum:** Back to president Lincoln, Bianco. The eyes need to be just right. I want the soul of Lincoln in those eyes. You know how much I love Lincoln.
- Luigi:** E vero. You name your only son Lincoln.
- Borglum:** Out of all the Lincolns I've carved, this one will be my masterpiece. I trust you and only you, to make my design a reality.
- Luigi:** Your design, it is genius. The sun, it shine on the wedge in the eye...make a shadow. The shadow, it give feeling to the eye. Just this morning, I look from far away...I look at the eye, the one I finish...
- Borglum:** I know. The morning eye looks different from the afternoon. The feeling too, everything is different.
- Luigi:** Chiaroscuro. Only a genius can make the light and shadow bring the stone to life
- Borglum:** So, you think I'm a genius, eh? Well, I'll tell you something...you're absolutely right... I knew when I saw this mountain that it was the right one. The light, Bianco, the light. It moves across the faces in just the right way, east to west; only on this mountain. It is my dream and nobody, nobody has ever done this before.
- Luigi:** It is a great honor for me to do this work."
- Borglum:** Please, Bianco, if I had two of you we could double our progress. How long will it take you to finish the second eye?
- Luigi:** By the end of the week...But, maestro...I need to be with Lincoln...only Lincoln. I can not make the time to teach the other men.
- Borglum:** I understand. Go now. Send Matt to me. I'll tell him to give you everything you need to finish the eye. And you will not be disturbed."
- Luigi:** Va bene. I go.
- Borglum:** My dream...my masterpiece...it will be finished!

CHAPTER THIRTY-NINE ...ON THE MOUNTAIN.

Luigi is speaking to Abraham Lincoln as he works on carving his eye.

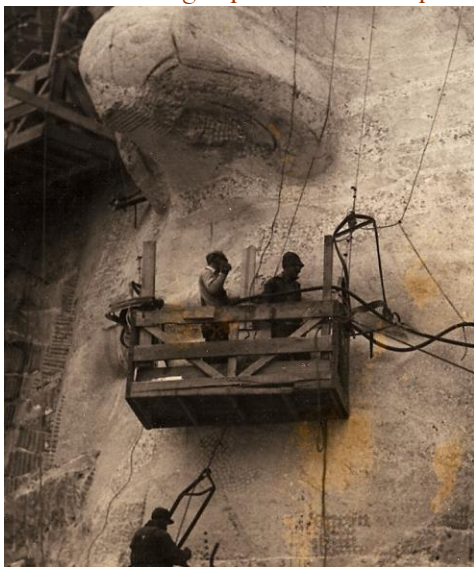
Luigi:

My friend...Today, it is the last day I carve your beautiful face. Quanto si bello. Eh...you gonna miss me?...Ah, mi amico...So many problems on this mountain. It is not easy...But, Mr. Borglum, the master, the genius. Out of all the artists in the world, he choose me for this work. He believe in me. I know this is true...E vero... Maybe I work next time for no pay... Well...let me think about that. No pay? Why do I say this? ...Because to work on this mountain... It is a great privilege granted to me...When I was a boy in Italy I have a dream...To come to this country...to carve something special. And now my dream...it come true...it come true...in America...



Carving the eyes of Lincoln

Luigi's photos of the important and unique carving he did on the mountain.



Repairing the lip of Jefferson



No one can see where it was repaired to this day.

PART ONE: THE POWER OF THE PRESIDENCY

THE PAST: Activities based on the life and presidencies of George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt

MODEL: READ, SPEAK, LISTEN: *Read the following descriptions of the man George Washington by his contemporaries.*

THE REAL GEORGE WASHINGTON

“He looks every inch a general. A big man, heavily **muscled** (6 feet 2 inches, 200 pounds), he has a strong, square face lightly marked by **small pox**. At 44, he is in perfect condition but for several missing teeth. He dresses in a fine uniform of dark blue faced with **buff**, set off by brass buttons. He is a great horseman, some say the best in Virginia.”

A member of Congress wrote, “the general most earnestly requires and expects a **due observance** of those articles of war which forbid **profane** cursing, swearing and drunkenness.” Washington “wrote numerous letters to Congress asking for \$100,000.and **munitions**” for the “**rabble in arms**”.

Governor Patrick Henry praised his “solid information and sound judgment, but he sometimes shows a lighter side with the ladies .” One of Washington’s lady friends wrote to another, “he can be downright **impudent** sometimes, such impudence as you and I like.”

But, who knows a man better than his wife? Martha Custis, a widow with two children when she married Washington, wrote from the desolate army camps she often visited, “the poor general was so unhappy that it distresses me exceedingly.”

PRACTICE: READ.WRITE. SPEAK.LISTEN. VOCABULARY: STP STRATEGY

Select unfamiliar (bold) words from the reading above. List them below. Then transform, pronounce.

SELECTED words

TRANSFORM

PRONOUNCE

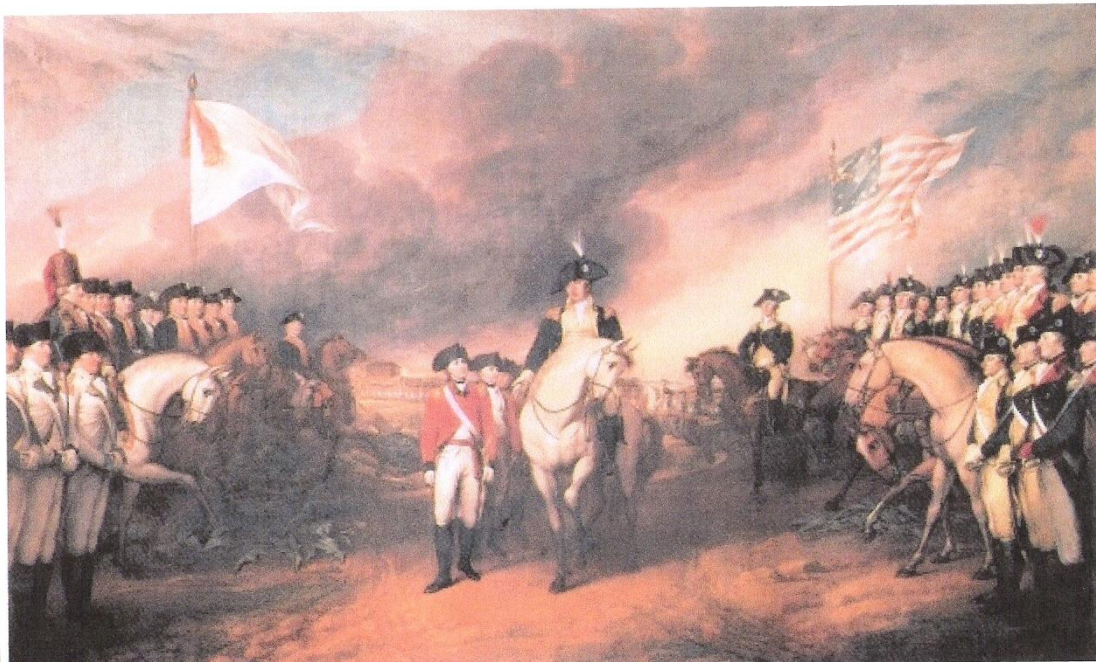
Example: muscled (adj.)

muscle (noun)

m-uh-sld

1. small pox_____
 2. buff_____
 3. due_____
 - 4.observance_____
 - 5.profane_____
 - 6.munitions_____
 - 7.rabble in arms_____
 8. impudent_____
-

ENRICH: WRITE. READ. SPEAK. LISTEN. Examine these two paintings of Washington as the first commander in chief. Write two monologues, both in Washington's voice. Each one will express the feelings that the specific painting evokes.



INTERNET research: Google the two battles which are the subjects of these paintings:
(1) Valley Forge (2) Yorktown

MODEL: READ. WRITE: Read the following accounts of Washington's life from the time he took office as the **first and only unanimously elected president** (1789) until his death at his beloved Mount Vernon in December 1799. Washington's words are in *italics*.

Define all words that are in **bold face**.

*April 16, 1789 – About ten o'clock I **bade adieu** to Mount Vernon, to private life, and to domestic **felicity**, and with a mind oppressed with more anxious and painful sensations than I have words to express, set out for New York.*

Washington was inaugurated as first president in New York City, the first **site** of the new government.

Washington was a popular leader from the start and the only one who could have united the new republic. But his duties as president were not fully **designated** so Washington had to decide what sort of office the presidency was to be.

*January 8, 1790 – At eleven o'clock, I set out for City Hall in my **coach** followed by the Chief Justice of the United States and the Secretary of the Treasury and War Departments in their respective carriages and in the order they are named. At the outer door of the hall I was met by **the door-keepers** of the Senate and House, and conducted to the door of the Senate Chamber...the whole(Congress) rising as I entered.*

The government and Washington soon moved to Philadelphia where he lived with his family and 20 servants in a **mansion** that served as the official president's office. It was also where all the nation's public entertaining took place. With his own **funds**, Washington bought a state **coach** and six white horses.

*February 23, 1790 – After dinner, Mrs. Washington, myself and children (his stepchildren) **removed** and **lodged** at our new **habitation**.*

President Washington set up a series of social events, including a weekly open house for **dignitaries**. Only those with appointments could see the president and **exchange** a few brief and formal words with him.

*March 16, 1790 – Visited by a Mr. Warner Mifflin, one of the people called **Quakers**. He used arguments to show the **immorality**, **injustice**, and **impolicy** of keeping these people in a state of slavery; with declarations, however, that he did not wish for more than a gradual abolition, or to see any **infraction** of the Constitution. To these I replied that as it was a matter that might come before me for official decision, I was not **inclined** to express any sentiments on the **merits** of the question.*

*March 25, 1790 – Received from a Committee of Congress – Two Acts – one for establishing the **mode** for **uniformity** in **Naturalization of Foreigners** (Two years residence required), the other making **appropriations** for support of the Government for the year 1790 (\$555,491,71)*

Washington's dignified behavior won respect from foreign nations although Thomas Jefferson accused him of being too **aristocratic** and anti-democratic. In his farewell address to the nation (1796) Washington **prophetically** warned of the need to preserve unity in the new republic:

*In **contemplating** the causes which may **disturb** our Union, it occurs as a matter of serious concern, that any ground should **be furnished** for characterizing parties by geographical discriminations: Northern and Southern, Atlantic and Western.*

The following are the last words Washington wrote in his diary. He died at 10 P.M. on December 17th 1799 after being sick with a sore throat for only one day.

December 13, 1799 Mount Vernon, Virginia – Morning. Snowing and about 3 inches deep. Continuing snowing until 1 o'clock and about 4 it became perfectly clear. Wind in the same place, but not hard. Mercury 28 at night."

In a funeral oration, Washington was immortalized as, "First in war, first in peace, first in the hearts of his countrymen."

PRACTICE: READ. WRITE. Write a question about Washington for each answer:

Example: *New York City*. What was the first seat of the new government?

1. April, 1789 _____
2. Mount Vernon, Virginia _____
3. A sore throat _____
4. A coach and 6 white horses _____
5. \$555,491.71 _____

ENRICH: WRITE. READ. SPEAK. LISTEN.

Describe some protocol Washington used during his presidency and discuss:

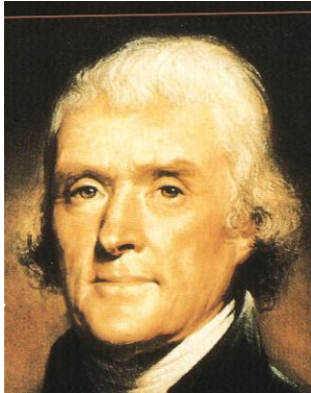
Example: *His entry into the halls of Congress*

List vocabulary words that are Latin-based, but not as commonly used today. Discuss

Example: *habitation*

What two issues did Washington have to deal with on March 25, 1790 that are still important presidential issues today? Discuss.

MODEL: READ, SPEAK, LISTEN: Listen to the instructor read the following essay about Thomas Jefferson (1743-1826). Mouth the words as they are being read.



THOMAS JEFFERSON: A MAN OF MANY PARTS

A key figure in the **formation** of the United States, Thomas Jefferson was one of the nation's **founding** fathers and its third president. The Virginia born Jefferson is featured **prominently** in the painting *The Signing of the Declaration of Independence*, along with Boston's John Adams and Philadelphia's Benjamin Franklin because he wrote the famous words of the document that is considered America's birth **certificate**

Jefferson was a man of many parts: a **statesman** – he was minister to France and secretary of state under President Washington; a scientist – he kept an entire room in the White House filled with **fossil** bones for study; an architect – he designed his home, Monticello, in Virginia and helped plan the city of Washington, D.C.

Like Washington, Jefferson was **reluctant** to leave his home in Virginia for service to his country. In early 1776 he was named a delegate to the Congressional Convention in Philadelphia, an obligation that kept him away from his beloved wife, Martha Wayles and his young daughters. Fellow delegate and future president of the United States, John Adams, **recounted** a conversation between the two men that **illustrates** both their characters.

Adams: You should write the document.

Jefferson: Why will you not? You ought to do it.

Adams: Reasons enough.

Jefferson: What can be your reasons?

Adams: Reason first. You are a Virginian and a Virginia ought to be at the head of this business. Reason second. I am obnoxious, suspected and unpopular. You are very much otherwise. Reason third. You can write ten times better than I can.

Jefferson: Well, if you are decided, I will do as well as I can.

Thomas Jefferson's presidency was **highlighted** by the Louisiana Purchase in 1801 in which he paid Napoleon the **amazingly** low price of 15 million dollars for an area larger than all the 13 original colonies combined. It **doubled** the size of the United States and started a migration of settlers into the land of the indigenous people that was to **set off** a century of cultural **clashes**.

PRACTICE: READ. WRITE. SPEAK. LISTEN. VOCABULARY: STP STRATEGY

Select unfamiliar (bold) words from the reading above. List them below, then transform, pronounce.

SELECTED words	TRANSFORM	PRONOUNCE
Example: formation(noun)	formative(adj)	forma shun
2. founding		
3. prominently		
4. certificate		
5. reluctant		
6. recounted		
7. highlighted		
8. amazingly		
9. doubled		
10. set off		
11. clashes		
12. fossil		
13. statesman		

PRACTICE: READ. WRITE: Write the answers the following questions in complete sentences. *Example: What is Jefferson called? Jefferson is called a “man of many parts”.*

1. Where was Jefferson born? _____
2. Which two other prominent men were involved in writing the Declaration?

3. When was Jefferson named a delegate to the Congressional Convention? _____
4. What was the name of Jefferson’s wife? _____
5. What was the highlight of Jefferson’s presidency? _____
6. Why can Jefferson be called a “man of many parts”? _____

ENRICH: READ. SPEAK. LISTEN. Read the following two scenes from the musical **Thomas J.** written by Camille Linen with music by Donna Cribari for the 1976 Bicentennial celebration and performed at Lincoln Center, NYC. The inspiration for this music-theater view of Jefferson’s personal relationships was inspired by Fawn Brodie’s biography of Jefferson.

THOMAS J. (copyright 1976: Cribari-Linen)

ACT ONE- SCENE FOUR

Split set – Paris/Virginia

Jefferson's apartment in Paris with Jefferson and Patsy. He is dictating to Patsy.
The home of Eppes family in Virginia with Polly and Sally. She is dictating to Sally.
Letter writing sequence spans Fall 1785-Spring 1786

JEFFERSON:

"I wish so much to see you that I have asked your aunt Elizabeth to send you to me...your sister and I cannot live without you."

POLLY:

"Virginia, the United States of America. Dear papa, I long to see you and sister Patsy and hope that you will come very soon to us. I hope that you will send me a doll. I am very sorry that you have sent for me. I don't want to go to France."

JEFFERSON:

"I have had no opportunity to send anything, but when you come here you will have as many dolls as you want for yourself. I hope that you are a good girl and that you never suffer yourself to be angry with anyone."

POLLY:

(In a tantrum) "The doll didn't arrive yet." Tell him that. The doll didn't arrive. Write it down. "I don't want to go to Paris, France. I want MY DOLL!"

SALLY:

Your aunt has written your papa, Polly. Listen..."We have used every stratagem to prevail on Polly to visit you, without effect".

POLLY:

Does that say I don't want to go in English or French?

JEFFERSON:

"you shall be taught here to play on the harpsichord, to draw, to dance, to read and talk French. But, above all, we will teach you to love us more than if you stay so far away. Remember too, darling, as a constant charge, not to go without your bonnet because it will make you very ugly and then we shall not love you so much."*(Patsy winces)*

PATSY:

Does Polly have freckles like me, papa? I forget. Do you think my freckles are ugly?

JEFFERSON:

All my girls have my fair complexion. "We hope to have you with us next summer. Your affectionate father, Thomas Jefferson."

POLLY:

"I want to see you and Patsy." *(Sally looks at her in astonishment)* "but you must come to **our** house. Your loving daughter, Polly."

JEFFERSON:

(Reading Polly's last letter) I'm afraid I've lost still another child. *(Patsy is alarmed)* Your sister Polly refuses to come to us.

PATSY:

Polly is so young, perhaps when she is my age.

JEFFERSON:

It will be too late. She will only know your aunt Elizabeth. I will be lost to her. If I cannot change her mind with my next letter, I will book passage on a ship out of Norfolk this summer. She will have no chance to protest. I will insist that she come.

PATSY:

Yes, papa.

BLACKOUT

THOMAS J. (Copyright 1976 Cribari- Linen)

ACT TWO – SCENE FIVE

Jefferson's apartment, Spring 1787.

The apartment is dark, Sally enters with a candle. She is in her robe. Music underscores "Taunters' Chant" to indicate she is coming out of a dream again. Sally sets the candle down on a table, sits in a chair and picks up her petit point from the table. She starts to work on it, but puts it down, the light is too dim.

Jefferson enters from outside. He doesn't see Sally at first. He has been at a party and feels slightly light-headed. His cloak drops to the floor when he sees Sally sitting in the dark.

JEFFERSON:

Sally, you startled me.

SALLY:

(gets up from the chair) Oh, I'm sorry. I thought you were in bed...asleep...I'm sorry.

JEFFERSON:

(moves close to Sally) Another one of those endless soirees. This one lasted beyond all human endurance. But the wine, these French are so *(takes Sally's face in his hands, caresses her forehead, her cheeks)* Your face...so beautiful...your eyes...your brow...Martha *(he turns away in tears)*

SALLY:

Mister Thomas, what is it? Are you ill?

JEFFERSON:

(regains composure) No. No. What are you doing up in the middle of the night, child? This room is positively freezing. I'll speak to Monsieur Petit in the morning.

SALLY:

I'm not cold. I couldn't sleep. I'm sorry if I disturbed you. *(starts to leave)* Good night.

JEFFERSON:

Good night. No. Sally, come back, please.

Sally stops in her tracks, but doesn't go back to him.

JEFFERSON:

(facing her awkwardly) Don't you know why I treat you as I do? Surely you've seen the miniature of Mrs. Jefferson. Patsy said she showed it to you. *(no response from Sally)* Martha... who would believe it? She has come back to me, in you.

SALLY:

(still not facing him) Yes sir. I'd like to go back to bed now...

JEFFERSON:

(Rushes to her, still awkwardly. He turns her around and holds her by the shoulders.) What is it? Why are you acting like this?

SALLY:

(facing him boldly) I am not Martha Wayles. I am Sally Hemings. We had the same father so I look like her. I saw the miniature. I saw it! *(starts to go off, Jefferson pulls her back)*

JEFFERSON:

Sally, Sally, it's all right. I'm sorry. Of course you're not Martha. You're so different. It's just that every time I look at you, your eyes, your brow, I remember...

SALLY:

Send me back home. If I were back in Monticello you wouldn't see me. You wouldn't have to remember. I think about Virginia every day. It's lonely here without Polly and Miss Patsy. Send me back home, Master Thomas, please.

JEFFERSON:

Lonely? Are you lonely too, Sally? I never imagined. You have your brother, your classes, your work and the girls visit...

SALLY:

It's almost a year and I still, I still. I don't know how to tell you.

JEFFERSON:

Tell me what?

SALLY:

How I miss Monticello...miss ...

JEFFERSON:

(Jefferson gathers her in his arms comfortingly) My dear child, I never knew you were lonely too.

SALLY:

(searching his eyes) I am not a child, Master Thomas. I am not a child.

Jefferson and Sally kiss for the first time. They are both frightened by their feelings and pull apart quickly as the Taunters chant.

TAUNTERS:

(Chant) When pressed by loads of state affairs, I seek to sport and dally.
The sweetest solace of my cares is in the lap of Sally...in the lap of Sally.

JEFFERSON:

(gathering confidence) Sally, Sally, don't be afraid. You are safe here, here with me.

SALLY:

Send me home, Thomas, send me back to Monticello before it is too late.

JEFFERSON:

(caressing her as before) Never...never. My beautiful, beautiful Sally. This is your home now. You are home. *(He kisses her passionately)*

SALLY:

(responding to his passion) Home... oh, yes, Thomas. I am home.
(Jefferson picks her up and carries her offstage as Taunters chant until lights go out on scene)

TAUNTERS:

The sweetest solace of my cares is in the lap of Sally...in the lap of Sally...in the lap of Sally

READ. SPEAK. LISTEN.

TRUTH IS STRANGER THAN FICTION:

Thomas J. was written to commemorate the U.S. Bicentennial in 1976. On a 1976 visit to Monticello where Jefferson and Sally lived, Jefferson's relationship with Sally Hemings was strongly denied by guides and historians. In the 1990's, scientific research and DNA evidence proved that Jefferson fathered Sally Hemings' children.

During Jefferson's years as president, Jefferson and Sally's relationship was the subject of gossip through James Callender, a disgruntled journalist; he inspired the Thomas J. Taunters. Jefferson never spoke about Sally publicly. Here is an excerpt from a September 1, 1802 article by Callender, a former supporter of Jefferson's, who was the first to "expose" the relationship.

It is well known that the man, whom it delighteth the people to honor, keeps and for many years has kept, as his concubine, one of his slaves. Her name is Sally. The name of her oldest son is Tom. His features are said to bear a striking though sable resemblance to those of the president himself. The boy is ten or twelve years of age. His mother went to France in the same vessel with Mr. Jefferson and his two daughters. The delicacy of this arrangement must strike every portion of common sensibility. What a sublime pattern for an American ambassador to place before the eyes of two young ladies!

By this wench Sally, our president has had several children. There is not an individual in the neighborhood of Charlottesville who does not believe the story, and not a few who know it. Mute! Mute! Mute! Yes, very mute will all those republican printers of biographical information be upon this point.



MODEL: READ, SPEAK, LISTEN: Read the quotes from contemporaries of Lincoln and discuss the diverse views.

“If Washington is the most revered, Lincoln is the most loved man that ever trod this continent.”

“Lincoln, with all his foibles, is the greatest character since Christ.” Leo Tolstoy, Russian writer

“If Abraham Lincoln should be re-elected for another term of four years of such wretched administration, we hope that a bold hand will be found to plunge the dagger in to the tyrant’s heart for the public welfare.” Author and lawyer Richard Henry Dana 1863; 3 months after the Emancipation Proclamation.

“He may be honest...but he has neither insight, nor precision, nor decision....I will tell you what he is. He is a first rate second rate man.” Abolitionist Wendell Phillips August 1, 1862

PRACTICE: READ, SPEAK, LISTEN:

LINCOLN THE STORYTELLER

“Many of Mr. Lincoln’s stories were as apt and instructive as the best of Aesop’s Fables.”

Read Lincoln’s 3 stories for pronunciation practice and fun. Act out each one using the characters in the stories.

When Abe Lincoln wanted to make a strong point he would say, “Now that reminds me of a story” and everyone listened. Nearly all of Abe’s stories were humorous, but always contained a moral or lesson, something every good story should have. Here are three of the best...

Lincoln was surprised one day when a man with a terrible countenance (a really ugly man) pointed a gun in his face. “What seems to be the matter?” Lincoln asked with as much calm as he could. “Well,” the man replied, “some years ago, I swore that if I ever met an uglier man than myself, I’d shoot him on the spot. “ Lincoln sighed a sigh of relief “Shoot me,” he said to the stranger, “for if I’m uglier than you I don’t want to live”

One day a man came into Lincoln’s law office. He saw Lincoln sitting with one leg stretched across his desk. “Why, Mr. Lincoln,” said the man, “that’s the longest leg I’ve ever seen!” “Here’s another one just like it,” said Lincoln. And he put his other leg across the desk.

Lawyer Lincoln was walking along a dusty road. A farmer came by driving a wagon to town. Lincoln asked him, “Would you be good enough to take my coat to town for me?” The farmer replied, “Glad to, but how will you get it back again?” “No trouble at all,” said Lincoln, “I’m going to stay right inside it.

MODEL: READ, SPEAK, LISTEN, WRITE: Listen to the instructor read the following information about President Abraham Lincoln. Mouth the words as they are being read.

ABRAHAM LINCOLN, President (1860-1865)

"In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war.

The government will not assail you. You can have no conflict without yourselves the aggressors.

*You have no oath registered in heaven to destroy the government,
while I shall have the most solemn one to "preserve, protect and defend it."*

(First Inaugural Address: March 4, 1861)

Abraham Lincoln was elected 16th president of the United States on November 6, 1860. His presidency was one of the most violent in history. In April, 1861, one month after his inauguration, the Civil War started with the Confederate attack on Union Fort Sumter in South Carolina. Confederate victories dominated the first year causing Lincoln to petition Congress for 500,000 fighting men by July.

The Lincoln family experienced personal tragedy when 11 year old Willie, one of Lincoln's four sons, died of a fever in February 1862. In March, the Confederate ironclad ship "Merrimac" sank two wooden Union ships adding to the South's advantage and causing Lincoln to relieve McClellan as general-in chief, and to take over command of the Union armies. On September 17th, 26,000 men were dead, wounded or missing in the battle Antietam, Maryland. By the end of the bloodiest year in American history, Confederate General Robert E. Lee a West Point graduate, stated, *"It is well that war is so terrible, we should grow too fond of it."*

Lincoln's second year in office began with the Emancipation Proclamation: *"all persons held as slaves within any State are forever free."* Lincoln gave many speeches and visited many battlefields within the next two years. His most famous speech was the Gettysburg Address delivered at the Pennsylvania battlefield four months after the Union army had defeated the Confederates on that site. He was suffering from a mild form of smallpox when he wrote and delivered the speech.

By 1864 the tide of the war had shifted dramatically in favor of the Union army under the command of General Ulysses S. Grant and Lincoln was re-elected president (against former Union commander, General McClellan) on November 8th with 55% of the popular vote and 212 of 233 electoral votes. On January 31, 1865 the 13th amendment abolishing slavery was passed by Congress.

Lincoln was inaugurated for his second term on March 4, 1865, the South surrendered on April 9th and the Union flag was raised over Fort Sumter on April 14th

The same night, Lincoln and his wife went to Ford's Theater to see a play and at 10:13 p.m., southern sympathizer John Wilkes Booth shot him in the head. He died the following morning. Lincoln is buried in Springfield, Illinois.

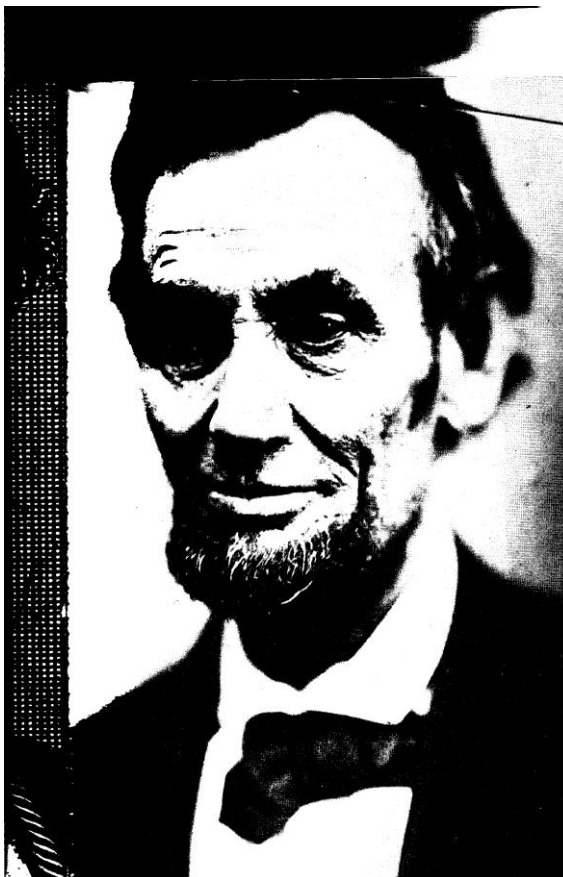
PRACTICE: READ.WRITE. SPEAK.LISTEN. VOCABULARY: STP STRATEGY

Select unfamiliar (bold) words from the reading above. List them below. Then transform, pronounce.

SELECTED words	TRANSFORM	PRONOUNCE
Example: petition (noun)	petitioned (verb)	peti-shun
2. ironclad		
3. relieve		
4. fond		
5. emancipation		
6. proclamation		
7. site		
8. smallpox		
9. tide		
10. shifted		

Write **True** or **False** for each of the following statements:

1. Abraham Lincoln was killed before the South surrendered. _____
2. Confederate General Robert E. Lee was fond of war. _____
3. Lincoln's Emancipation Proclamation freed the slaves. _____
4. The Gettysburg Address is Lincoln's most famous speech. _____
5. Lincoln defeated General Ulysses S. Grant in his second election. _____
6. Lincoln's wife was with him the night he was assassinated. _____
7. The first year of the Civil War was the bloodiest in U.S. history. _____
8. Lincoln was elected president of the United States twice. _____



ENRICH: READ, SPEAK, LISTEN:

Read Lincoln's words out loud and discuss.

ABRAHAM LINCOLN, writer, philosopher, mystic.


This is the last photograph taken of Lincoln, April 1865

*"Abraham Lincoln
his hand and pen
he will be good
but god knows when."*

Written as a young boy on his schoolwork

*"It is true that you may fool all the people
some of the time; you can even fool some of
the people all the time, but you can't fool all
of the people all of the time."*



PRACTICE:  **SPEAK, LISTEN: DRAMATIC IMPROVISATIONS:** Create a living version of the illustration with students taking the parts of the different characters. When the characters are in place, make them come to life with dialogue and action.

ENRICH: SPEAK. LISTEN: Read the following poem which was written by Walt Whitman at the time of Lincoln's assassination

O CAPTAIN! my Captain! our fearful trip is done;
 The ship has weather'd every rack, the prize we sought is won;
 The port is near, the bells I hear, the people all exulting,
 While follow eyes the steady keel, the vessel grim and daring:
 But O heart! heart! heart!
 O the bleeding drops of red,
 Where on the deck my Captain lies,
 Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
 Rise up--for you the flag is flung--for you the bugle trills; 10
 For you bouquets and ribbon'd wreaths--for you the shores a-crowding;
 For you they call, the swaying mass, their eager faces turning;
 Here Captain! dear father!
 This arm beneath your head;
 It is some dream that on the deck,
 You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;
 My father does not feel my arm, he has no pulse nor will;
 The ship is anchor'd safe and sound, its voyage closed and done;
 From fearful trip, the victor ship, comes in with object won; 20
 Exult, O shores, and ring, O bells!
 But I, with mournful tread,
 Walk the deck my Captain lies,
 Fallen cold and dead.

MODEL: READ. SPEAK. LISTEN. Listen to the instructor read the following account of President Theodore Roosevelt, a native New Yorker. Read several times for pronunciation & understanding.



Theodore “Teddy” Roosevelt 1901-1909

*“Speak softly and carry a big stick;
you will go far.”*

By legend and reality he was the most dramatic and dynamic of American presidents. Vice-president Theodore (Teddy) Roosevelt became the youngest president in U.S. history at age 42 in 1901 when President William McKinley was assassinated. Roosevelt’s own life is a **metaphor** for young America’s struggle to become strong and united in body and spirit.

A **frail, asthmatic** youth, Teddy followed his beloved father’s advice to challenge himself physically and mentally by riding horses, hiking and **reaping** the benefits of nature. Roosevelt was born into a wealthy New York merchant family and lived most of his life in the luxury of an elegant mid-town **brownstone** and a summer mansion on Long Island. He was a third generation German American whose dreams of “the good life” had become a reality.

Although he was “born with a silver spoon in his mouth”, Teddy Roosevelt’s life was anything but charmed. Roosevelt’s father died when he was a student at Harvard. His mother and young wife died on the same day when Teddy was in his ‘20s and a member of the N.Y. State legislature. His infant daughter was left in the care of Teddy’s sister. Teddy escaped from his personal losses into the western frontier where he lived as a rancher for three years. In the company of **nomadic** cowboys, he read great literature near the campfire after 12 hours of **herding** cattle.

His escape into the west **strengthened** Roosevelt’s body and soul; transforming him into the legendary “rough-rider” and hero of the Spanish American war’s battle of San Juan Hill. He was the **epitome** of America’s independence and **rugged individualism**. Roosevelt’s **fearlessness**, intellect and ambition made him the best political leader and president America could have hoped for as she faced a new century.

In the early 20th century, America was no longer a rural nation; it was being completely controlled by railroad, oil and steel companies. Although a man of inherited wealth, Roosevelt fought against the **abuses** of big-money power his whole adult life. He called those **barons** of big business “**malefactors** of wealth” and did everything in his power to bring them under governmental controls. He worked hard to establish government agencies and **guidelines** to improve life for the working man and the millions of recent immigrants.

As president, Teddy Roosevelt used his favorite saying, “*Speak softly and carry a big stick; you will go far,*” in all aspects of that role: to control corporations, to protect the rights of immigrants and workers, and to expand the country’s influence in the world. Roosevelt was a powerful and controversial force in world politics. His “big stick” policy was wildly unpopular in South America and Japan and would have **repercussions** well into the future. However Roosevelt’s **brazen** “America first” leadership style also resulted in his winning a Nobel Peace Prize for **mediating** an end to the Russo-Japanese War (1905) and building the Panama Canal.

**The statue of Theodore Roosevelt was created by artist James Earle Frasier in 1940. It can be found in front of the American Museum of Natural History in New York City.*

PRACTICE: READ. WRITE. SPEAK. LISTEN. VOCABULARY: STP STRATEGY

Select unfamiliar (bold) words from the reading above. List them below. Then transform, pronounce.

SELECTED words	TRANSFORM	PRONOUNCE
Example: metaphor(noun)	metaphoric (adj)	meh tah for ic
2. frail _____		
3. asthmatic _____		
4. reaping _____		
5. brownstone _____		
6. nomadic _____		
7. herding _____		
8. strengthened _____		
9. epitome _____		
10. rugged _____		
11. individualism _____		
12. fearlessness _____		
13. abuses _____		
14. barons _____		
16. guidelines _____		
17. repercussions _____		
18. brazen _____		
19. mediating _____		

PRACTICE: READ. WRITE. SPEAK. LISTEN GRAMMAR CHECK: Verbs - Infinitives

Re-read the account of Roosevelt's life and **list** the infinitive forms of verbs used in the account on the lines below. After listing at least 6 examples, review grammatical concepts and...

1. Describe the infinite form of English language verbs _____
2. Explain why an infinite is used _____

Then use each example in a new sentence.

Infinitives: Examples: to become, to challenge

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

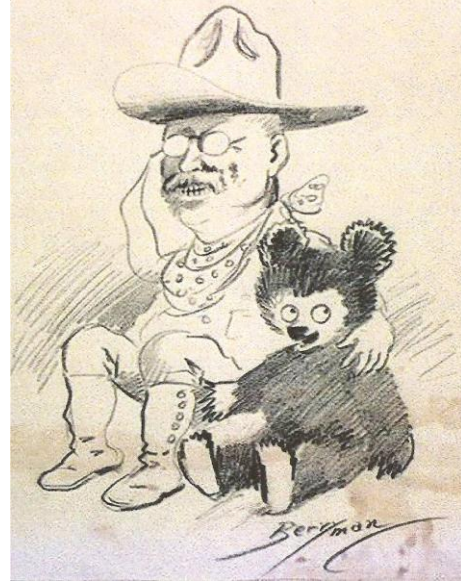
PRACTICE: READ. SPEAK, LISTEN. INTERPRETIVE/IDIOMATIC PHRASES

Read each of the following phrases. Each one is an example of **interpretive** or **idiomatic** (as opposed to **literal**) language. Analyze each word of the phrase and discuss how the combination of words makes for a more dynamic use of language.

1. "born with a silver spoon in his mouth"
2. rough-rider
3. barons of big business
4. "Speak softly and carry a big stick; you will go far."

ENRICH: WRITE, READ, SPEAK, LISTEN.

This cartoon of Teddy Roosevelt by Clifford Beryman was published in a New York newspaper in 1902. It inspired the creation of one of the most famous products in the world. Write down the ideas this cartoon inspires in you. Share your ideas with your classmates. Read the real story on the bottom of the page .



MODEL: READ, SPEAK, LISTEN. Roosevelt is the only one to specifically define the role of president. Read Theodore Roosevelt's thoughts aloud first for pronunciation practice. Then discuss his ideas and compare them to today's political viewpoints.

The role of president: *"The president is merely the most important among a large number of public servants. ..It is absolutely necessary to blame him when he does wrong as to praise him when he does right. To announce that there must be no criticism of the President, or that we are to stand by the President, right or wrong, is not only unpatriotic and servile, but is morally treasonable to the American public."* (Kansas City Star, May 7, 1918)

PRACTICE: READ, SPEAK, LISTEN. Roosevelt was also a family man and advocate of equal rights for women. Read his thoughts on Women's rights, then discuss: *"I think there can be no question that women should have equal rights with men. Especially as regards the laws relating to marriage there should be the most absolute equality between the two sexes. I do not think the woman should assume the man's name. (Harvard thesis 1880) "Women should have free access to every field of labor which they care to enter and when their work is as valuable as that of a man it should be paid as highly."*

(Autobiography 1913)

PRACTICE: READ, WRITE, SPEAK, LISTEN

'AHEAD OF HIS TIME'

Write three sentences about Roosevelt that explain why he was 'ahead of his time' in his political and social viewpoints. Read each one to your writing partner and ask it to be corrected.

1. _____
2. _____
3. _____

ENRICH: READ, SPEAK, LISTEN: Read the true story of the name Teddy bear.



In November 1902 President Theodore Roosevelt and friends were hunting for wild animals in Mississippi. After many hours without success, the men surrounded a helpless bear. Their guide asked Roosevelt to shoot the bear so he could win a hunting trophy. Roosevelt refused. News reporters across the country praised Roosevelt's act of mercy. This cartoon was published shortly after the incident. A Brooklyn store owner saw the cartoon , decided to make toy bears to sell and asked Roosevelt permission to use his name... Teddy.

MODEL: LISTEN. WRITE. READ. SPEAK. : Listen to the instructor **dictate** the following famous sayings by **the four** U.S. presidents memorialized on Mount Rushmore. Write down the words as you listen. Note the structure of the sayings, correct punctuation, spelling mistakes. Read the sayings aloud.

GEORGE WASHINGTON *To be prepared for war is one of the most effective means of preserving peace. (First “State of the Union” address 1789)*

How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and the strong. Because someday in life you will have been all of these.

Government is not reason; it is not eloquence. It is force. And force, like fire, is a dangerous servant and a fearful master.

I hope I shall always possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an honest man.

THOMAS JEFFERSON: *I like the dreams of the future better than the history of the past.*

We hold these truths to be self-evident: that all men are created equal; that they are endowed by their creator with certain unalienable right; that among these are life, liberty and the pursuit of happiness. (Declaration of Independence 1776)

When the government fears the people, there is liberty. When the people fear the government, there is tyranny.

ABRAHAM LINCOLN: *You can fool some of the people all the time and all of the people some of the time, but you can't fool all of the people all the time.*

Those who deny freedom to others, deserve it not for themselves, and under a just God, can not long retain it.

With malice toward none, With charity for all, With firmness in the right...Let us strive on to finish the work we are in. To do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

THEODORE ROOSEVELT: *Walk softly and carry a big stick.*

It is true of the Nation, as of the individual, that the greatest doer must also be the great dreamer.



MODEL: READ. WRITE. SPEAK.LISTEN: Read the following information about the presidency taken from a copy of the U.S. Constitution. Answer questions about the information and identify unusual spelling and unfamiliar vocabulary.

Article II (from Internet Archiving Early America)

Section 1. The executive Power shall be **vested in** a President of the United States of America. He shall hold his Office during the Term of four Years... (*How the president is elected included later*)

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have **attained to** the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall **devolve on** the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

The President shall, at stated Times, receive for his Services, a **Compensation**, which shall neither be **encreased** nor **diminished** during the Period for which he shall have been elected, and he shall not receive within that Period any other **Emolument** from the United States, or any of them.

Before he enter on the **Execution** of his Office, he shall take the following **Oath or Affirmation**:--"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

PRACTICE: READ.WRITE. SPEAK.LISTEN. VOCABULARY: STP STRATEGY

Select unfamiliar (bold) words from the reading above. List them .Then transform, pronounce.

SELECTED words

TRANSFORM

PRONOUNCE

THE PRESENT: Journal Writing, Internet Research, Broadcasting

Identify three characteristics you want to see in a president.

Discuss how the four presidents studied reflect those characteristics.

WRITE. READ. SPEAK. LISTEN.

Brainstorm parts of speech

The 'perfect' president.

Journal Writing

(1) Write a paragraph that starts "The 'perfect' president is someone who is ..."

Use three different adjectives. Example: dynamic, handsome, rich.

Give a reason for the choice of each adjective.

(2) Write a paragraph that starts: "The 'perfect' president is someone who can..."

Use three different verbs: negotiate, play basketball, lead.

Give a reason for the choice of each verb.

(3) Write a paragraph that starts "The 'perfect' president is someone who can..."

Use three different adverbs to go with the verbs you chose in the second paragraph.

negotiate peacefully

Give a reason for the choice of each adverb.

(4) Combine the adjectives, verbs and adverbs you chose for the first 3 paragraphs into an essay that is titled "The 'perfect' president."

(5) Participate in a Talking Circle to decide which of the four presidents best reflects the characteristics of the 'perfect' president.

Do Internet research on one 20th century U.S. president's life, how he got to be president and what he accomplished in that office.

Compare the U.S. president you chose to a favorite president from your country.

Present a 5 minute special report on your U.S. president to the class.

READ. WRITE. SPEAK. LISTEN.

Take notes on Internet research

Write profiles of 2 presidents

Present a "news report" to class.

Presidential Profiles

(1) Do Internet research on one 20th century U.S. president's life, how he got to be president and what he accomplished in that office. Take notes to use in profile

(2) Create a written report that compares the U.S. president you chose to a favorite president from your country.

(3) Present a 5 minute special report on the two presidents to the class.

ENRICH: READ, LISTEN. SPEAK. Read about how the United States elects its president every four years. Discuss the popular vote + electoral college process. Discuss use of verb tenses.

PRESIDENTIAL ELECTIONS: THEN & NOW

How was the first president of the United States elected?

1. Each state **chose electors** equal to its congressional representation. (House seats + Senate seats) The ways in which the electors **were chosen** was left up to each state.
2. The electors **got** together and **voted** for one person. There **were** no political parties .
3. The winner of the election **was** the man with the majority of the votes. George Washington **was** the only president in history to be elected unanimously.
4. The man with the second highest number of votes was elected to the office of vice-president.
5. The president **took** an oath of office: ***"I do solemnly swear that I will faithfully execute the office of president of the United States and will to the best of my ability preserve, protect and defend the constitution of the United States, so help me God."*** (George Washington added the last four words and they have been customary ever since.)

How is the president of the United States elected today?

1. He/She is elected by popular vote and **"ratification"** by the electoral college. ***Ratification means the electoral college votes that reflect the popular vote determine the final outcome.***
2. The popular vote determines the electors in each state.
3. The state's electors go to the winner of the popular vote no matter how close.
4. If a candidate receives only one vote more than his opponent, he wins all of the electoral votes in that state.

By the way...In 2000 Bush lost the popular vote to Al Gore, but was elected through the electoral college; **Florida's** popular vote determined the outcome. This happened two other times: In 1876 with Hayes and in 1888 with Harrison.

The voting practices in **Florida** were questioned and the issue went to the Supreme Court for the first time in history. The Supreme Court decided there had been no illegal election practices in **Florida** so the election results were upheld even though Gore won the popular vote. Many consider Bush's 2000 election illegal because of the Supreme Court's involvement in the decision.

RESOURCE #1. MODEL: READ, SPEAK, LISTEN: During Washington and Jefferson's lifetime the basic *powers* & *checks (controls)* that the Constitution established for the United States government were written and voted into law. They remain to this day.

Discuss the way in which the powers/checks balance each other.

EXECUTIVE

(President)

POWERS:

1. Approves or vetoes bills
2. Carries out federal laws
3. Appoints judges and other high officials
4. Makes foreign treaties
5. Can grant pardons + reprieves to federal offenders
6. Acts as commander-in-chief of armed forces.

CHECKS:

1. Congress can over-ride veto with two-thirds majority vote.
2. Senate can refuse to confirm appointments/ treaties
3. Congress can impeach and remove the president.
4. Congress can declare war.
5. Supreme Court can declare executive acts unconstitutional.

LEGISLATIVE

(Congress=House +Senate)

POWERS:

1. Passes federal laws
2. Establishes lower federal courts and number of judges
3. Can over-ride veto of the president with two-thirds vote.

CHECKS:

1. President can veto federal bills
2. Supreme Court can rule laws unconstitutional
3. Both houses must pass laws, checking power of Legislature.

JUDICIAL

(9 appointed judges)

POWERS:

1. Interprets laws
2. Applies laws by trying federal cases
3. Can declare laws passed by Congress+ executive actions

CHECKS:

1. Congress can propose a constitutional amendment to over turn decisions.
2. Congress can remove federal judge
3. The president appoints judges who must be confirmed by the Senate.

PRACTICE: READ. WRITE. Locate each of the following words and try to define it as it is used above in context.

1. vetoes _____
2. foreign _____
3. treaties _____
4. pardons _____
5. federal _____
6. carries out _____
7. reprieve _____
8. offenders _____
9. commander-in-chief _____
10. interprets _____



Resource #2: Write an essay

MODEL: READ. Review the information in this table about the five presidents we studied. Use it in an essay about the “Power of the Presidency”

<i>President</i>	<i>Birthplace</i>	<i>Term of office Information</i>	<i>Important events</i>	<i>Powers</i>
“Teddy” Theodore Roosevelt	New York City	1901-1908 Youngest U.S. president (42) Pres. McKinley was killed.	Growth of railroad, steel manufacturing, immigration Panama Canal	Established guidelines for corporations; helped workers; built Canal
Abraham Lincoln	Kentucky	1860-1865 Tallest president;	Civil War Emancipation Proclamation	Freed slaves, Kept Union together; led Union to victory
Thomas Jefferson	Virginia	1801-1809 Wrote Declaration of Independence	Louisiana Purchase; Lewis & Clark Expedition	Tripled land size of the U.S. by buying from France
George Washington	Virginia	1789-1797 Leader of the American army in Revolutionary War	First president: inaugurated in NYC, U.S. was recognized as a sovereign nation	Established oath of office, balance of power and protocol for the office.

PRACTICE: READ. WRITE. Choose two presidents from the table above. Write a four paragraph essay about the “Power of the Presidency”. Follow this outline
Paragraph 1 – Introduction... “The president of the United States has many powers which he can use in different ways.” Explain which presidents you will write about and why you chose them.
Paragraph 2 – How President _____ used his power and why it was important.
Paragraph 3 – How President _____ used his power and why it was important.
Paragraph 4 – Conclusion... Explain the reasons you think one of the two presidents was more effective in using his presidential power than the other one. Give more than one reason.

ENRICH: READ. SPEAK. LISTEN. After the teacher corrects your essay and you rewrite it with all corrections included, read your final paragraph to your classmates and listen as they read theirs.

Essay completed Date _____
Essay corrected: Date _____
Class Reading: Date _____