

UNCLE SAM AND YOU

PART 1



Previous Page: Miami County (OH) Courthouse

Uncle Sam and You Part 1
by Ray and Charlene Notgrass
with Mary Evelyn McCurdy

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Introduction to the CURRICULUM

How do elections work? What does the President do all day? Who decides where stop signs go? What is Labor Day? This curriculum will answer these questions and many more. *Uncle Sam and You* guides your child on an engaging tour of American government. He or she will learn about elected leaders and everyday citizens, all of whom have an important role to fill in making our country work.

Uncle Sam and You Curriculum Package

The basic curriculum package for *Uncle Sam and You* includes:

- ★ *Uncle Sam and You, Part 1* — This book has seventy-five lessons, designed to be completed in one semester.
- ★ *Uncle Sam and You, Part 2* — This book has another seventy-five lessons, designed to be completed in one semester.
- ★ *The Citizen's Handbook* — This book is a collection of original letters, poems, songs, stories, and other writings related to civics.
- ★ *Uncle Sam and You Answer Key* — This book has all of the answers needed for the assignments included at the end of the lessons, the activities in the *Student Workbook*, and the questions and quizzes in the *Lesson Review*.

Additional Products

To make this curriculum a rich experience and to make it usable with children from grade five through grade eight, we offer three additional products:

Uncle Sam and You Student Workbook — This book has puzzles and other handwork activities which review information learned in the daily lessons. These are designed for younger students and for students whose learning style fits these kinds of activities.

Uncle Sam and You Lesson Review — This book has daily questions, literature review questions, and weekly quizzes, designed for older students. We expect that students will use

either the *Student Workbook* or the *Lesson Review*, but your student can complete both if you prefer.

Uncle Sam and You Literature Package — This is a selection of eight literature titles that complement the lessons in *Uncle Sam and You*. These books can be purchased from Notgrass Company as a package or individually. You can also obtain them from another source such as the library, a bookstore, or an online source. You can use any unabridged edition of these books.

- ★ *Lincoln: A Photobiography* by Russell Freedman (Units 5-6)
- ★ *A Letter to Mrs. Roosevelt* by C. Coco De Young (Units 10-11)
- ★ *Brightly of the Grand Canyon* by Marguerite Henry (Units 12-14)
- ★ *Basher Five-Two* by Scott O’Grady (Units 16-17)
- ★ *Misty of Chincoteague* by Marguerite Henry (Units 18-19)
- ★ *The Long Winter* by Laura Ingalls Wilder (Units 22-24)
- ★ *The Wright Brothers: How They Invented the Airplane* by Russell Freedman (Units 25-26)
- ★ *Lost on a Mountain in Maine* by Donn Fendler (Units 29-30)

Notes for Parents on the Literature Selections

We carefully selected literature for *Uncle Sam and You* that is upbuilding and won’t assault your faith or sense of decency. We intentionally excluded many titles that did not meet our criteria. Some of the ones we included have a few words or references that we want to tell you about before your child reads them. We want to let you know in case you want to do some editing or choose to read a book aloud to the student and skip over inappropriate words. We have listed here only the books in the literature list that have minor content issues.

Lincoln: A Photobiography by Russell Freedman — “As president he had been denounced, ridiculed, and damned by a legion of critics” (page 30).

Brightly of the Grand Canyon by Marguerite Henry — A few uses of dang/danged (pages 72, 88, 100, 124)

Basher Five-Two by Captain Scott O’Grady — Captain O’Grady discusses an article he read about “The Will to Survive.” It told of two people lost in difficult circumstances. One had the will to survive and did for several days; the other gave up quickly and committed suicide. He shows how the latter was definitely the wrong course.

Lost on a Mountain in Maine by Donn Fendler — As he tells his story, Donn uses the word “Christmas” as an exclamation of surprise several times.

How to Use *Uncle Sam and You, Part 1 and Part 2*

These two volumes are the core of the curriculum. They give you and your child all of the information you need in order to use *Uncle Sam and You* on a daily basis.

These two volumes contain fifteen units each for a total of thirty units. Your child can study *Part 1* during one half of the school year and *Part 2* during the other half. Each unit has four lessons. At the back of each book are fifteen lessons on America's patriotic holidays. If you want your child to do five lessons per week, the holiday lessons can be used as a fifth lesson; or they can be used on a family night so that Dad can join in.

At the beginning of each unit, an introductory page gives a list of the lessons in that unit and a list of the additional books the student will need while studying that unit. Following the introductory page are the daily lessons. Students can read these on their own, or you can read the lessons aloud. The lessons are richly illustrated. The student's learning experience will be greatly enhanced if he or she is encouraged to examine the illustrations closely. They have been carefully selected to be an integral part of the learning experience.

At the end of each lesson is a list of several activities. Students are not necessarily expected to complete all of these activities. You may choose which activities you wish to assign. Subjects of the activities vary from day to day, but they include:

- ★ Thinking Biblically assignments
- ★ Creative writing assignments
- ★ Vocabulary assignments
- ★ Short research assignments to look something up or ask a family member
- ★ Assignments to draw a picture or take a photograph
- ★ Reading assignments from *The Citizen's Handbook* or a literature title
- ★ Assignments in the *Student Workbook* or the *Lesson Review*

How to Use the American Holidays Lessons

An important part of civics is celebrating holidays with family, friends, and communities. Since families who homeschool can schedule their school year in many different ways, we designed *Uncle Sam and You* so that you can choose when to study the various holidays. If you start the curriculum in January, you don't want to study Thanksgiving in April! We arranged the holidays in chronological order from Independence Day to Inauguration Day in Part 1 and from Martin Luther King Day to Father's Day in Part 2. Each holiday lesson has a corresponding family activity. These are found in the section after the holiday lessons.

How to Use *The Citizen's Handbook* and Literature

At the end of many of the daily lessons, the student will be given a reading assignment. Some of the assignments are taken from *The Citizen's Handbook* and others are taken from the literature we recommend to go along with the course. Your child will know exactly what to read each day.

How to Use the *Student Workbook*

Students using the *Student Workbook* will complete Activity 1 after reading Lesson 1 and so on after each lesson. (There are no *Student Workbook* activities for the holiday lessons.)

How to Use the *Lesson Review*

Students using the *Lesson Review* will complete the questions for Lesson 1 after reading Lesson 1 and so on after each lesson. (There are no *Lesson Review* questions for the holiday lessons.) After finishing a book in the literature package, the student will answer questions on the book. At the end of each unit, the student will take a quiz.

Using a Three-Ring Binder Notebook for End-of-Lesson Activities

We recommend that each student have a three-ring binder notebook to use only for *Uncle Sam and You*. He or she will keep in this notebook the writing and art projects completed as part of the end-of-lesson activities.

Enjoying the Weekly Family Activities

A family activity is suggested at the end of each holiday lesson. Projects include art, crafts, recipes, games, and parties. The instructions for the family activities are found in the back of *Uncle Sam and You, Part 1* and *Part 2*. We recommend reading the instructions and gathering the supplies early each week. Then you can complete the activity the day you do the holiday lesson or on another day that is convenient for your family. Your supervision is required for your child's safety. See the box below.

Parental Supervision Required

The family activities are designed for parental involvement. Please review the activity and discuss with your child what he or she may do alone and what he or she needs your supervision to do. The family activities in this book include the use of sharp objects, the oven and stove, and a few Internet research suggestions. Notgrass Company cannot accept responsibility for the safety of your child in completing these activities. You are responsible for your child's safety.

Please Note: Be careful. Some children may be allergic to recipe ingredients or craft supplies.

Our family has long enjoyed a family night once each week. You could do the family activity on a family night so that more family members could take part in the fun and learning. Like all components of *Uncle Sam and You*, the family activities are optional. We offer them as extra learning experiences. You, the parent, are the best one to decide if you are able to schedule time to complete them.

How Much Time Does It Take to Complete Each Lesson?

Depending on how many activities you assign, most students will need forty-five minutes to an hour and a half to complete one lesson. More time will be needed on the day you do the family activity. This curriculum has one hundred and fifty lessons and is designed to be completed in one school year. Since a typical school year has about one hundred and eighty days, the student completes one lesson on most school days. However, some families may choose to spread the curriculum out over a longer period of time.

What Supplies Will My Student Need?

Students will need blank paper, notebook paper, a pencil, colored pencils, and a three-ring binder, plus the materials needed to complete the family activities. These materials are listed on the individual family activity instruction pages. You may also choose to use a camera for Picture This assignments at the end of certain lessons.

What Ages Can Use This Curriculum?

The curriculum is designed for students in grades five through eight. With parental help and supervision, younger children can participate in many activities and can benefit from hearing the lessons read aloud.

How Can I Use *Uncle Sam and You* with Different Ages?

Parents know best what their children are capable of accomplishing. *Uncle Sam and You* is designed to be flexible. A variety of activities is included in each lesson. A parent may require an eighth grader who is academically gifted to read the daily lessons, read every book in the literature package on his own, complete worksheets in both the *Student Workbook* and the *Lesson Review*, and complete every assignment at the end of each lesson. On the other hand, a parent with an academically-challenged fifth grader may decide simply to read aloud each lesson from *Uncle Sam and You* and read aloud the selections from *The Citizen's Handbook* and the books in the literature package.

If you have more than one child in grades five through eight, you may enjoy reading the lessons aloud as a group. Afterwards, you can give each child different assignments,

depending on his or her age and skill level. If you have carefully observed your child and prayed about the direction to take, then you can look back at the end of the school year and know that the goal of completing *Uncle Sam and You* has been accomplished.

Suggested Activities Per Grade

Below is a suggested guide for choosing activities by grade. However, please keep in mind what other curricula you are trying to complete this year and adjust these suggestions accordingly. Feel free to adjust your goals after you have used the curriculum for a few weeks.

Suggested Activities Per Grade			
Grade 5	Grade 6	Grade 7	Grade 8
Parent reads lessons aloud from <i>Uncle Sam and You</i> .	Parent reads lessons aloud from <i>Uncle Sam and You</i> .	Student reads lessons from <i>Uncle Sam and You</i> .	Student reads lessons from <i>Uncle Sam and You</i> .
Parent reads assignments aloud from <i>The Citizen's Handbook</i> .	Parent reads assignments aloud from <i>The Citizen's Handbook</i> .	Student reads assignments from <i>The Citizen's Handbook</i> .	Student reads assignments from <i>The Citizen's Handbook</i> .
Student completes activities in the <i>Student Workbook</i> .	Student completes activities in the <i>Student Workbook</i> .	Student completes activities in the <i>Lesson Review</i> and takes quizzes.	Student completes activities in the <i>Lesson Review</i> and takes quizzes.
Parent or student reads books from the literature package.	Parent or student reads books from the literature package.	Student reads books from the literature package.	Student reads books from the literature package.
Parent chooses one other learning activity at the end of each lesson.	Parent chooses two other learning activities at the end of each lesson.	Parent chooses three other learning activities at the end of each lesson.	Student completes all learning activities at the end of each lesson.
Family completes weekly family activity.	Family completes weekly family activity.	Family completes weekly family activity.	Family completes weekly family activity.

Some Reminders So You Will Not Feel Overwhelmed

Remember that God gave you your children and your daily responsibilities. A homeschooling mother who has one child can complete more *Uncle Sam and You* activities than a homeschooling mother who has seven children and an elderly grandparent living in her home. God will use the efforts of both of these mothers. God does not expect you to do more than you can do. Be kind to yourself. He knows exactly what you and your children need this year. Remember that out of all the parents in the world to whom He could have given your children, He chose you. He is the one who put your family together. He knows what He is doing. Trust in His choice. God created you. He created your children. Relax and remember that this is the day that the Lord has made. Rejoice and be glad in it!

We are here to help you. If you have more questions or simply need some encouragement, send us an email (books@notgrass.com) or give us a call (1-800-211-8793).

Appreciation

Uncle Sam and You has been a family project. We have enjoyed working on it together. We appreciate our daughter Mary Evelyn for writing the holiday lessons and the family activities, and for her beautiful cover designs. We are thankful to our daughter Bethany for her excellent work editing *The Citizen's Handbook*, for choosing the literature, and for the lesson activities. We appreciate our son John for writing the *Student Workbook*, for all of his work in finalizing the project and getting the computer documents to the printer, and for his good example of Christian political involvement. We think they all did an excellent job.

We appreciate our proofreaders. If you find any typos, please blame us and not them. As Harry Truman said, "The buck stops here." Our chief proofreader was our longtime friend, homeschooling mother Dena Russell. Helping her were our longtime friend Olive Wagar, who has graduated her three homeschooled children, and our beloved son-in-law Nate McCurdy (ask him sometime at a homeschool conference why we call him that).

We appreciate each of the families who encourage us in our writing of homeschool curriculum. Thank you for giving us the opportunity to do what we love to do.

You could say that God used politics to bring us together. We met in the political science department at Middle Tennessee State University just a few months before Ray graduated. We were interested in politics even when we were children. Both of us campaigned for our favorite candidates when we were in high school, and both of us served as officers of (the same) political party's campus organization when we were in college. You'll have to guess which one.

We were both blessed by good history and government teachers in high school and in college. These teachers had a great influence on us and still do today. We would like to thank them by name:

- ★ Alvin Rose, Charlene's history teacher at Cheatham County High School, Ashland City, Tennessee
- ★ Wayne Darrow, Charlene's government teacher at CCHS
- ★ The late James M. Dressler, Charlene's political science and history professor at Cumberland College (now Cumberland University)
- ★ Curry Peacock, Charlene's professor, advisor, and Christian mentor at Middle Tennessee State University
- ★ Jerry Locke, Ray's history teacher at Central High School, Columbia, Tennessee
- ★ The late Dr. Bart McCash, one of Ray's history professors at Middle Tennessee State University

- ★ The late Dr. Ernest Hooper, one of Ray's history professors at Middle Tennessee State University
- ★ Dr. Robert Ireland, Ray's professor of Constitutional history in graduate school at the University of Kentucky

Ray began reading about politics, history, and government for fun while still in high school. He still does. In college, Ray had a weekly column in the campus newspaper, in which he wrote about political and social issues in the news at the time.

Charlene received many exciting opportunities while still a teenager. As a high school junior, she was part of a 4-H Congress that met in the Tennessee State Capitol. She also attended a mock United Nations at Middle Tennessee State University with students from many high schools. There the students pretended to be members of the U.N. She went to Cumberland College in Lebanon, Tennessee, for her first two years of college. One of the members of its Board of Directors was Congressman Joe L. Ewins, who served in the U.S. House of Representatives from 1947 to 1977. Charlene was given the opportunity to serve as an intern in his office on Capitol Hill for one month.

We believe that an understanding of our government is important for every American citizen. We believe that Americans should understand both our history and the way government is organized today. We believe that our Founding Fathers provided a strong base for our country and that our country would do well to remember our dependence on God, the many benefits of freedom and limited government, and our responsibility to be good stewards of the blessings that come from living in our great country. We believe that we should honor what God teaches in His Word about respecting our government officials. We are grateful that our true King is the Creator of the heavens and the earth.

Now to the King eternal, immortal, invisible,
the only God, be honor and glory forever and ever. Amen

1 Timothy 1:17

Ray and Charlene Notgrass



UNIT 12 – THE PRESIDENCY II

LESSONS IN UNIT 12

- Lesson 56 – The Role of the First Lady
- Lesson 57 – The White House
- Lesson 58 – The White House Residence Staff
- Lesson 59 – Going Home to Monticello
- Lesson 60 – Choose an American Holiday

BOOKS USED IN UNIT 12

- Brighty of the Grand Canyon
- The Citizen's Handbook
- Student Workbook (optional)
- Lesson Review (optional)

The White House

The Role of the **FIRST LADY**

LESSON 56



Simi Valley, California

First Lady Barbara Bush (center back) stands beside former First Lady Nancy Reagan at the Ronald Reagan Presidential Library on the day of its dedication, November 4, 1991. In the front row are former First Ladies Lady Bird Johnson, Pat Nixon, Rosalynn Carter, and Betty Ford.

She is not elected to any office, nor is she appointed to any official position; but she holds great influence in government and in the nation. She receives no salary; but the government provides her with housing, personal protection, travel expenses, and a staff of assistants. In some ways she is simply an American citizen, while in other ways she holds a position far more important than almost any other citizen. She is the First Lady.

Who is the First Lady?

The First Lady is the hostess of the White House. She organizes and attends official White House functions. She welcomes and entertains large numbers of guests; and these guests include prominent American politicians, scholars, and entertainers as well as leaders of other countries of the world.

Most of the time in American history, the First Lady has been the wife of the President. However, other women have occasionally served in this role. The wives of four Presidents died before their husbands took office; in these cases a relative filled the role. Martha Jefferson died long before Thomas Jefferson became President. Their daughter Martha Jefferson Randolph served as hostess. Andrew Jackson's wife Rachel died shortly before he was inaugurated.

The social planning during his presidency was carried out at different times by his niece Emily Donelson and his daughter-in-law Sarah Jackson. Martin Van Buren was also a widower. His daughter-in-law Angelica Van Buren was in charge of White House social events. Widower President Chester Arthur's First Lady was his sister, Mary Arthur McElroy.

Two Presidents were bachelors. James Buchanan's First Lady was his niece Harriet Lane. When Grover Cleveland became President, the role of First Lady was filled by his sister, Rose Elizabeth Cleveland. When President Cleveland married Frances Folsom just over a year after taking office, his new wife began serving as First Lady.

Four First Ladies were in poor health during their husbands' terms. They were able to give only limited attention to their responsibilities. In each case, a daughter stepped in to help. These First Ladies and their daughters were: Elizabeth Monroe, wife of James Monroe, and daughter Eliza Monroe Hay; Abigail Fillmore, wife of Millard Fillmore, and daughter Abby Fillmore; Peggy Taylor, wife of Zachary Taylor, and daughter Betty Taylor Bliss; and Eliza Johnson, wife of Andrew Johnson, and daughter Martha Johnson Patterson.

Three First Ladies have died while their husbands were President. Letitia Tyler died in 1842 while her husband John Tyler was President. For a time, their daughter-in-law Priscilla Tyler and daughter Letty Tyler Semple filled the role of First Lady. In 1844 President Tyler married Julia Gardiner, who was First Lady for the rest of his term. Caroline Harrison, wife of President Benjamin Harrison, died in October 1892 during her husband's re-election campaign, which he lost to Grover Cleveland. The Harrisons' daughter Mary Harrison McKee served as hostess of the White House for the remaining months of Harrison's term. Ellen Wilson, wife of Woodrow Wilson, died in August of 1914. The responsibilities of First Lady were filled by Wilson's daughter, Margaret Wilson, until the President married Edith Bolling Galt in December of 1915.

First Ladies



*Jacqueline Kennedy
Hillary Clinton
Barbara Bush
Betty Ford
Rosallynn Carter
Nancy Reagan*

Welcome to the White House



President and Mrs. Obama welcome President and Mrs. Bush for a ceremony presenting the official portraits of President and Mrs. Bush which will hang in the White House, May 2012.



First Lady Bess Truman welcomes Girl Scouts who give her a glass paperweight to thank her for being their honorary president, December 1952.



First Lady Nancy Reagan hosts King Fahd of Saudi Arabia (sitting to her right) at a state dinner, February 1985.



President and Mrs. Reagan welcome Mother Teresa, June 1985.

Why Do We Call Her First Lady?

In the early years of our country, the wife of the President was usually called "Lady": Lady Washington, Lady Adams, and Lady Madison. It was Dolley Madison, wife of President James Madison, who helped change the title to First Lady.

Mrs. Madison was an especially good hostess with many social graces. She enjoyed people and made them feel welcome. In many ways Dolley Madison set the standard for what future First Ladies should do. Her husband served as Thomas Jefferson's Secretary of State and she was already a popular Washington hostess long before her husband was elected President. In fact, she had already served occasionally as the White House hostess for Thomas Jefferson.

Dolley Madison died in 1849. During his eulogy at her funeral, President Zachary Taylor called her "first lady of our land." Ten years later, the phrase was first used in print in *Frank Leslie's Illustrated Newspaper* to describe Harriet Lane, niece of President Buchanan. Since Miss Lane was not the President's wife but filled the role of White House hostess, what was she to be called? The newspaper described her as "first lady of the White House." The term has been used ever since, even though it is not an official title.

When someone speaks to the President, he is called "Mr. President." When someone speaks to his wife, she is called "Mrs. _____ (her last name)." However, she is often referred to as "First Lady of the United States" in a news story or when she is introduced. So the term is used to describe her but not as a term of address. By the way, the wife of the Vice President is sometimes called "Second Lady of the United States."

What Does the First Lady Do?

The main roles of the First Lady are to give her husband and children love, comfort, and support while he serves in one of the most difficult jobs a person can have and to help her family live as normal a life as possible.

However, the First Lady has many other responsibilities as well. Some First Ladies have also been unofficial advisors to their husbands, while others have not taken this role. Eleanor Roosevelt was the first wife of a President to have an assistant who was paid by the government. The First Lady now has a staff of sixteen to twenty persons provided by the Federal government. Her staff includes a chief of staff, a personal secretary, a social secretary, an appointments secretary, a speechwriter, and a press secretary.

The First Lady attends many events, sometimes with her husband and sometimes as his representative. She might visit a school that is trying out a new idea. She might take part in the ribbon-cutting ceremony for a new Federal building, or represent the administration at the funeral for a former leader of another country.

The First Lady will often accompany the President when he travels to other countries. She might visit a university or the city's marketplace while the President is meeting with that nation's leader. Since Franklin Roosevelt was paralyzed as a result of polio, Eleanor Roosevelt traveled extensively to represent her husband.

In recent years each First Lady has adopted a cause to which she gives special attention with the goal of helping it become a high priority for the country. Jackie Kennedy emphasized historic preservation, primarily through the remodeling of the White House. Lady Bird Johnson made beautification of the American landscape her priority. Rosalynn Carter encouraged the compassionate treatment of people with mental illnesses. Laura Bush encouraged the development of libraries. Hillary Clinton worked to reform the American healthcare system. See special projects of Michelle Obama, Nancy Reagan, and Barbara Bush at right.

The First Lady is a leader and an example for American women. Sometimes she becomes a trendsetter in things like fashion and hair styles.

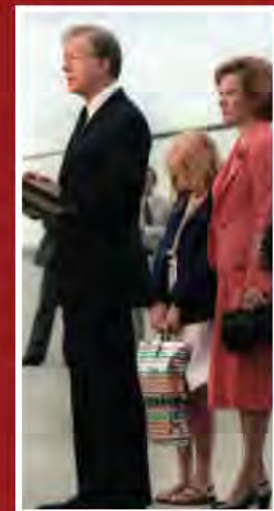
First Families



President and Mrs. George H. W. Bush board Marine One.



President and Mrs. Bill Clinton sit with their daughter Chelsea and dog Buddy inside Marine One.



President Jimmy Carter returns with daughter Amy and First Lady Rosalynn Carter after a Trip to Europe, January 2, 1980.



President and Mrs. Obama sit with their daughters Sasha and Malia at the White House Easter Egg Roll, April 9, 2012.

Special Projects



First Lady Michelle Obama greets chefs who have gathered for a "Let's Move" event on the White House lawn. She is encouraging them to adopt a school and help the children there to eat healthier.



First Lady Nancy Reagan speaks at a "Just Say No" rally in Los Angeles on May 11, 1987. She worked to get people to "Just Say No" to illegal drug use.



First Lady Barbara Bush works to increase literacy.



First Lady Nancy Reagan reads mail received during the Pennies for Pandas campaign she began to help save Giant Pandas in China, 1984.

Many First Ladies remain popular long after their husbands leave office. They continue to do important work to help others. Rosalynn Carter has worked with her husband in projects like Habitat for Humanity, helping people in poor countries have clean drinking water, and helping people be healthier. She also encourages people who are taking care of ill family members. Barbara Bush has continued to encourage literacy. Eleanor Roosevelt and Hillary Clinton stayed active in politics. Mrs. Roosevelt served as a U.S. delegate to the United Nations. Hillary Clinton was elected as a U.S. Senator and was later appointed Secretary of State by President Obama.

First Ladies help to raise funds for their husbands' presidential libraries and stay involved in the many activities held there. They often support other Presidents and their wives in causes important to them.

What If...?

Of course, many traditions that surround a President's spouse will likely change if and when a female is elected President. What will her husband be called — First Gentleman? Will he be expected to be the social host of the White House? Will he pursue his own career?

The First Ladies National Historic Site

The First Ladies National Historic Site, which includes the National First Ladies Library, is located in two buildings in Canton, Ohio, the family home of First Lady Ida Saxton McKinley as well as a former bank building. The Library collects documents and information about our nation's First Ladies and provides teaching materials and seminars about First Ladies and their times. The site is managed by the National Park Service and operated by the National First Ladies Library.

After Leaving the White House



Former First Lady Jacqueline Kennedy Onassis (center), stands with Senator Edward Kennedy, President and Mrs. Reagan, Ethel Kennedy (Jacqueline's sister-in-law), Caroline and John F. Kennedy, Jr. (President and Mrs. Kennedy's children) at a fundraising reception for the John F. Kennedy Library Foundation at the home of Senator Kennedy, 1985.



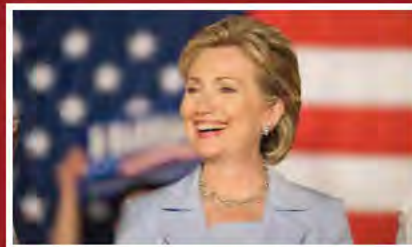
Former First Ladies Barbara and Laura Bush participate in a panel discussion at the "America's First Ladies: An Enduring Legacy" conference at Texas A & M University, November 2011.



Secretary of State and former First Lady Hillary Clinton meets with Foreign Minister of India S. M. Krishna, May 2012.



Former First Lady Bess Truman Outside Her Church, 1965



Senator and former First Lady Hillary Clinton campaigns for President, 2008.



Historic Marker at Former First Lady Rosalynn Carter's Childhood Home in Plains, Georgia



President and Mrs. George H. W. Bush welcome former President and Mrs. Reagan to the White House to present Reagan the Medal of Freedom, 1993.



Former First Lady Barbara Bush reads Horton Hatches the Egg to elementary school children at the Bush Library, 2004.



Former First Lady Rosalynn Carter meets with National Guard leaders about helping the caregivers of wounded soldiers, August 2011.



President Johnson visits with former President and Mrs. Truman, 1966.



First Lady Barbara Bush shares a laugh with former First Lady Lady Bird Johnson at the opening of the Gerald R. Ford Presidential Library, 1981.



Former First Lady Barbara Bush (left) speaks with two historians and with Lynda Johnson Robb, daughter of President and Mrs. Lyndon Johnson (third from left), November 2011.

The First Lady welcomes thousands of people into her home every year. She treats them with respect and makes them feel honored. She practices hospitality. With America's fast-paced lifestyle, the art of hospitality is often forgotten and people are lonelier because this is true. It is good that our First Family continues to be an example of the welcoming grace of hospitality.

Do not neglect to show hospitality to strangers,
for by this some have entertained angels without knowing it.

Hebrews 13:2

Lesson Activities

Thinking Biblically — Read Proverbs 31:10-31. In your notebook, write five attributes listed in the passage that you think should also be attributes of a First Lady.

Vocabulary — Write five sentences in your notebook, using one of these words in each. Check in a dictionary if you need help with their definitions: salary, prominent, scholar, widower, term.

Literature — Read "Letter to Mrs. Abraham Lincoln" in *The Citizen's Handbook*, page 60, and the chapters titled "Brighty's World," "A Stranger in the Canyon," and "Blue-Flecked Rocks" in *Brighty of the Grand Canyon*.

Creative Writing — In your notebook, write 2-3 paragraphs about a cause you think would be worthwhile for a First Lady to choose to emphasize during her husband's presidency.

Picture This! — Draw a picture or take a photograph of your mom doing something for other people, such as cooking a meal or doing laundry.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 56.

The WHITE HOUSE

LESSON 57

It is the home of a family very much in the public eye. It is a meeting place for kings and queens, presidents and prime ministers, Senators and Congressmen, and citizens who want to influence government policy.

It is a national and world landmark visited each year by over a million citizens and tourists from around the world.

It is the White House at 1600 Pennsylvania Avenue.

In the 1800s, this beautiful building was called the President's Palace, the President's House, and the Executive Mansion. It was also called the White House, and President Theodore Roosevelt made this the official name in 1901. The White House and the U.S. Capitol are probably the buildings that are the most recognized symbols of American government to the country and the world.

Building the White House

On October 13, 1792, a brass plate was placed on top of foundation stones on one corner of what would become the White House. Inscribed on the plate were these words:

THIS FIRST STONE OF THE PRESIDENT'S HOUSE WAS LAID
ON THE 13TH DAY OF OCTOBER 1792, AND IN THE SEVENTEENTH YEAR
OF THE INDEPENDENCE OF THE UNITED STATES OF AMERICA.

GEORGE WASHINGTON, PRESIDENT
THOMAS JOHNSON, DOCTOR STEWARD,
DANIEL CARROLL, COMMISSIONERS
JAMES HOBAN, ARCHITECT
COLLEN WILLIAMSON, MASTER MASON

VIVAT REPUBLICA

Welcome to the White House



The cornerstone of the White House was placed on top of the brass plate. Workers, who included many slaves, free African Americans, and immigrants, began to build the grand white-gray limestone structure designed by architect James Hoban. It would be eight years before the house was ready for its first occupants. President George Washington is the only President who has not lived in the house. He chose the site. Construction was under way, but far from completed, when he retired from the presidency. It was second President John Adams and his wife Abigail who became the first White House residents late in 1800.

President Thomas Jefferson replaced Adams in the White House just four months later and remained there for his eight years as President. President James Madison and his wife Dolley became the third set of residents in the house. The War of 1812 began during Madison's third year in office. In 1814 the British burned the White House. The fire destroyed the rooms inside, but the exterior walls remained. See an engraving of the burned White House and read about the artists below.

**Using Talents to Serve:
George Munger and William Strickland**

In 1814 artist George Munger drew this picture of the burned White House. It is entitled: A view of the President's house in the city of Washington after the conflagration of the 24th August 1814. William Strickland created an engraving so that Munger's art could be reproduced.

The print was hand-colored. It is in the collection of the Library of Congress.



Modern Photo Showing South Portico



Historic Photo Showing North Portico

Original White House architect James Hoban was chosen to rebuild and enlarge the burned mansion. The Madisons were not able to return to the White House, but our fifth President James Monroe and his wife moved into it a few months after he became President in 1817.

Many construction projects have been completed since:

1824 — The South Portico was added during the presidency of President Monroe. The portico is a porch, topped with a pediment held up by columns.

1829 — The North Portico was added during Andrew Jackson's presidency. It is the Pennsylvania Avenue entrance of the White House. The South and North Porticoes can be seen in the photos at left.

In the West Wing

1902 — During the presidency of Theodore Roosevelt, architect Charles McKim began a major renovation of the White House. East and West Wings were added. The West Wing was called the White House Executive Office Building until 1949. The East Wing was built on the foundations of one built during the Jefferson presidency.

1909 — President Taft had the West Wing made larger and added an Oval Office.

1913 — First Lady Ellen Wilson planted the Rose Garden by the West Wing.

1927 — President Coolidge had the attic remodeled into a third floor and added a rooftop sunroom.

1929 — A fire broke out in the West Wing during the Hoover presidency and it had to be reconstructed.

1933 — President Franklin Roosevelt added a second story and a larger basement to the West Wing. He moved the Oval Office to another location within it. Notice photos at right. President Clinton sits behind the Resolute Desk, given to President Hayes by British Queen Victoria. Clinton's daughter Chelsea plays with Socks, the family cat. Bush meets with Saudi Foreign Minister. Notice that each President redecorates according to his taste. Bush meets with the National Security Council in the Cabinet Room and with religious leaders in the Roosevelt room. It is named for Presidents Theodore Roosevelt and Franklin Roosevelt. A painting of Theodore Roosevelt hangs above the mantle.



President Clinton's Oval Office, Christmas Eve 1994



President Bush's Oval Office, September 20, 2001



The Cabinet Room, September 12, 2001



The Roosevelt Room, September 20, 2001

In the Residence



President and Mrs. Obama host family, friends, and staff at a Passover Seder, Family Dining Room, First Floor, 2012



First Lady Barbara Bush with Puppeteer Shari Lewis in the China Room, Ground Floor, 1990



The Dave Brubeck Quartet entertains Uruguay President Julio Maria Sanguinetti in the East Room, First Floor, 1986



The Vermeil Room, Ground Floor

1942 — A new East Wing was constructed. It included a formal entrance, offices, and an underground air raid shelter. The Presidential Emergency Operations Center and certain military offices are in the modern East Wing.



Capital of a Column on the Truman Balcony

1949 — While the Trumans lived in the White House, a leg of their daughter's piano went through the ceiling of the first floor State Dining Room. A committee working under Truman found that the additions of 1927 were too



Jacqueline Kennedy Garden

heavy for the home's timber frame. Much of the interior had to be disassembled and rebuilt. The Trumans moved across the street to Blair House from 1949 to March of 1952 during the reconstruction. Two underground floors were added and a balcony, named the Truman Balcony, was installed within the South Portico. The capital of one of its columns is pictured above.

1961 — First Lady Jacqueline Kennedy oversaw an extensive restoration of the White House to preserve and restore its history. Mrs. Kennedy began a garden by the East Wing. Completed by First Lady Lady Bird Johnson, it was named the Jacqueline Kennedy Garden. See photo above.

1968 — President and Mrs. Johnson donated a Children's Garden. It has a goldfish pond and an apple tree to climb.

2009 — First Lady Michelle Obama revived the practice of growing a kitchen garden on the White House grounds.

The White House Today

The White House today is much larger than the one that President Adams moved into in 1800. Look at the photo below. In the center is the original White House residence (R) with its many changes, improvements, and expansions. At far left is the East Wing (E); at far right, the West Wing (W). The glass-enclosed East Colonnade (EC) and the open-air West Colonnade (WC) connect the wings to the residence.

The White House residence alone has 55,000 square feet on six levels. It has 132 rooms, 35 bathrooms, 412 doors, 147 windows, 28 fireplaces, eight staircases, and three elevators. See some of its rooms on pages 299 through 302. The President and his family live on the second floor. Though it is private, they often welcome guests into their living quarters.

The White House complex includes a tennis court, jogging track, swimming pool, movie theater, and bowling lane. Its fenced-in grounds cover about eighteen acres.

In the Residence

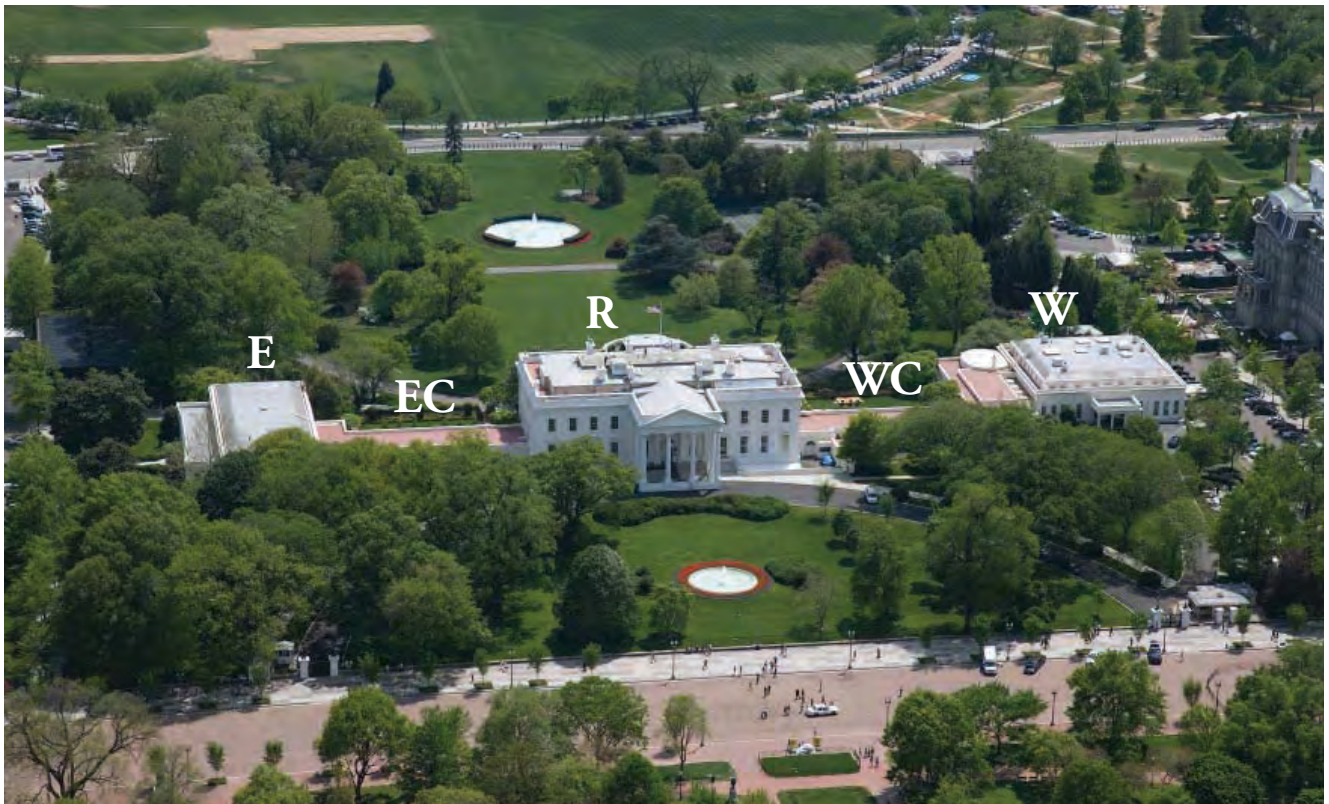


President George W. Bush and Secretary of State Colin Powell in the Blue Room, First Floor, 2001



The Red Room, Ground Floor

The White House Complex



A Bird's Eye View of the White House Complex
E: East Wing; EC: East Colonnade; R: White House Residence; WC: West Colonnade; W: West Wing

In the Residence



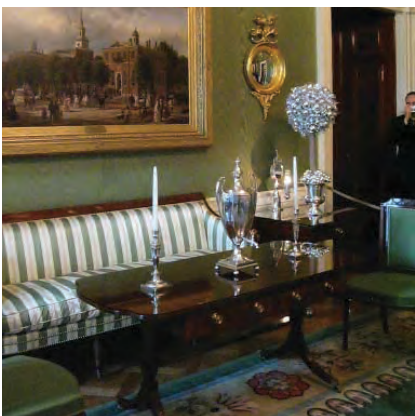
Kennedy (right) with the President of the Republic of Congo (left) in the State Dining Room, First Floor, 1961



First Lady Nancy Reagan in the Red Room, First Floor



First Lady Betty Ford in the Dressing Room, Second Floor, 1976



The Green Room, First Floor
The walls are covered with green silk.

In Lesson 47 we learned about John Adams' prayer for future residents of the White House: "I pray Heaven to bestow the best of blessings on this House, and all that shall hereafter inhabit it. May none but honest and wise men ever rule under this roof." In the last year of World War II, President Franklin Roosevelt had these words carved into the fireplace in the State Dining Room. The photo at left shows how the fireplace looked when President Kennedy entertained the President of the Republic of Congo there in 1961.

When you think about our country's grand mansion, remember these words of comfort from Jesus.

In my Father's house are many mansions:

If it were not so, I would have told you.

I go to prepare a place for you.

John 14:2 KJV

Lesson Activities

Thinking Biblically — Read 1 Kings 7:1-12, which describes the palace that King Solomon built.

Vocabulary — In your notebook, write which of the following words belongs in each sentence: landmark, committee, complex, republic, restoration

- My parents are serving on the church playground ____.
- Representative government is a key characteristic of a ____.
- The historic gates were sent to a Pennsylvania blacksmith for ____.
- The Civil War memorial is our town's best-known ____.
- The entire ____ has five buildings and is surrounded by a chain-link fence.

Literature — Read "Remembering Mr. and Mrs. Madison" in *The Citizen's Handbook*, pages 61-62, and the chapters titled "Good-Bye Old Timer!" "The Sheriff Learns a Lesson," and "A Free Spirit" in *Brightly of the Grand Canyon*.

Find Out! — How many rooms, bathrooms, doors, windows, fireplaces, staircases, (and elevators!) are in your house?

Picture This! — Draw a picture or take a photograph of your house.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 57.

The White House RESIDENCE STAFF

LESSON 58

In the photo at right, Hillary Clinton is the guest of First Lady Barbara Bush on November 19, 1992. Since Mrs. Clinton's husband Bill had just won the presidential election sixteen days before, Mrs. Bush invited her to the White House. She wanted to make Mrs. Clinton feel welcome and help her know what to expect when she moved into the White House. Think about how exciting this must have been for Mrs. Clinton. She sat in this beautiful room with a view of the West Wing and the Eisenhower Executive Office Building out the window behind her, realizing that this would soon be her home. In just two months, the Clintons moved in. Imagine that it was you!

Okay, so you've just moved into your new house. Well, it's actually an old house. It's been around for over two hundred years. You've got 132 rooms, 35 bathrooms, and eighteen acres of lawn and gardens to keep clean and well repaired. Some weeks you are going to have a few thousand people over for dinners, concerts, receptions, and other events. In addition, thousands of tourists are going to walk through parts of your house every week. Your house will be seen on television by people all over the world. You want to be a good host, and you want to make sure that everything runs smoothly. But you're going to be really busy. What are you going to do? GET HELP! That's no problem because the help was there before you arrived, and they have been running the White House well for years.

The President has hundreds of people to help him get the job of chief executive done: advisors, counselors, experts, secretaries, and so forth. This lesson looks at the staff of the White House residence, the people who rarely get attention but who help the busy and important operations of the Executive Mansion get accomplished. These are everyday citizens serving the most famous family in the world in the best known house in the country.

Welcome to the White House



Hillary Clinton and First Lady Barbara Bush visit in the private residence at the White House.

Who's in Charge Here?

The person in charge of the residence staff has a long title: the Director of the President's Executive Residence and Chief Usher. He or she is responsible for hiring people to work in the residence and for making sure they do their jobs. He oversees repairs and construction projects. He makes sure that the money budgeted for the residence is spent wisely.

The Chief Usher has a museum of antiques and art to protect; a busy schedule of ceremonies, parties, and meals to plan and carry out; and the First Family to serve. To accomplish all of these jobs, he has a staff of about ninety-five persons who work full time, plus about two hundred workers hired for specific jobs. Notice the photo of a former Chief Usher above.

Meet a Chief Usher



President George W. Bush greets the new Chief Usher, Admiral Stephen W. Rochon. Rochon served from 2007 to 2011, when he left for a new post in the Department of Homeland Security.

Decorating for Christmas



When the Christmas tree arrives, the First Lady (see First Lady Nancy Reagan above) may receive it, but it is the staff who must bring it inside and set it up and keep it watered. It is the staff who hangs garland, waters poinsettias, and performs countless other tasks.

Can Someone Take Care of This?

The same jobs that need to be done at your house need to be done at the White House. Housekeepers dust, vacuum, and make the beds. Launderers take care of the First Family's clothes and the linens used at official functions (into the 1920s, laundry was hung out to dry on the South Lawn of the White House!). Seamstresses take care of alterations and repairs. Gardeners and groundskeepers work carefully, knowing that thousands of people will see their work. Then there are the people who fill roles that the First Family especially needs: maids, butlers, ushers, and valets or personal assistants.

The White House staff includes carpenters, painters, and plumbers. After all, with 35 bathrooms, you can count on problems somewhere fairly often. Electricians are also on staff. Wiring needs to be safe and up-to-date, especially at Christmas time. Can you imagine putting up all those lights?

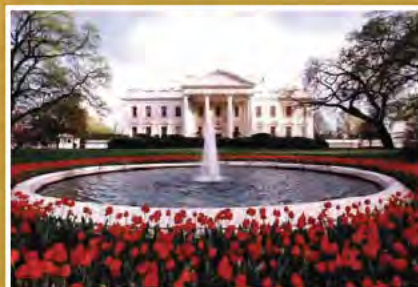
Much of the work of the residence staff is performed on the ground floor of the White House. Here is the giant kitchen. Nearby is the chocolate shop (beside the bowling alley) and the carpenters' shop. Also on the ground level is the flower shop.

What Do We Need to Do Today?

The work of the White House residence staff is as varied as you might expect it to be, serving a busy family whose dad is the leader of the free world. Eleanor Roosevelt regularly played hostess at two tea parties every afternoon, which meant almost continuous food preparation and dishwashing besides the daily washing and folding of two hundred to three hundred tea napkins.

For special events, White House calligraphers use their talents to produce beautiful invitations, menus, place cards, and programs. Workers set up tables (and sometimes build tables), arrange chairs, and set out linens and tableware. Pantrymen make sure that the food supplies are sufficient and that the specific items needed are on hand. The five full-time chefs with their kitchen crew can serve dinner to 140 or hors d'oeuvres to over one thousand. The floral designers add their special touch. The doormen receive the guests, the cloakroom staff cares for coats and hats, and servers bring the meal to the guests.

Help! The Australian Prime Minister is Coming for a State Dinner!



Can you clean out the fountain and water the flowers and mow the grass and trim the shrubs and blow the cuttings off the sidewalk and vacuum the East Room and dust the painting of Mrs. Ford and get the cobwebs off the North Portico and polish the side tables and hem the tablecloths and fold the napkins and choose the china and set the table and purchase the flowers and create floral arrangements and polish the silver and straighten the candles on the mantle and wash the windows and mop the kitchen and order the lobster and clean the spot on the carpet and hire extra waiters and make sure the microphones are working and set up the music stands for the orchestra and choose the entertainment and clean the crystals on the chandelier and find the Australian flag and cut the fresh basil for the salads and steam the asparagus and roll out the red carpet?

How Can I Help?

The residence staff helps the First Family with celebrations of birthdays, anniversaries, and weddings. At times staff members have been called upon to perform such chores as helping wash the First Family's pet dog. They help during the time of transition when one family leaves and another moves in. All too often, the residence staff has helped and comforted grieving families when the President has died. After President Kennedy's death, Mrs. Kennedy gave doorman Preston Bruce the tie that the President changed out of just before starting the fatal motorcade, saying, "The President would have wanted you to have this." The President's brother, Robert Kennedy, gave Bruce the gloves that he had worn to the funeral, with the comment, "Keep these gloves and remember always that I wore them to my brother's funeral."

Do We Need to Check With Anybody About This?

When a large remodeling or redecorating project is being considered, the Chief Usher must consult with the White House Office of the Curator, the Committee for the Preservation of the White House, and the White House Historical Association. You can't just decide to rearrange the furniture or hang a picture in a new location if you are living in the White House.

When you plan an event for your family, you probably want to check everyone's schedule to make sure there are no conflicts. When the First Family hosts an event, it's much more complicated.

The Chief Usher must coordinate plans with the Executive Office of the President. He has to check with the White House Social Secretary to be sure of what else is happening. The National Park Service is involved since the White House and grounds are part of the NPS. The Chief Usher must make arrangements with the military so they can provide a band or color guard. If the function involves officials from other countries, the Chief Usher must talk with the Chief of Protocol of the United States, who is an official in the State Department. After all, you wouldn't want to give someone the wrong place at the dinner table or seat together officials of countries that are enemies.

The Chief Usher must also check with the Secret Service, who work to keep the President safe. Read about the Secret Service at right.

The Secret Service

Another group of people work at the White House, but are not part of the residence staff. The Secret Service is a law enforcement agency that protects the President, other national



leaders, and visiting foreign officials. They protect certain sites and help make certain events safer. Most wear business attire and not uniforms like the officer at left.

What's Cooking?



An executive chef, pastry chefs, a nutritionist, and others make White House food delicious and beautiful.

We Won't Be Needing You Any Longer

As times have changed, certain roles on the residence staff have disappeared. Some Presidents before the Civil War owned slaves whom they brought with them to serve in the White House. Presidents once commonly used messengers to carry important information or documents to other officials in Washington, but telephones and computers do most of that work now. At one time the White House needed the work of lamplighters when evening came, but no more. And coachmen and stable hands will find little work in the modern White House, although they once were essential.

Two Special Servants

Many people on the White House residence staff work there for decades, serving and developing special relationships with the families of several Presidents. In addition, many families have worked at the White House: brothers and sisters, parents and children. The stories of two staff members illustrate these truths.

Lillian Rogers Parks' mother joined the White House staff during the Taft administration in the early 1900s. Mrs. Rogers sometimes took Lillian with her to the White House. Lillian herself joined the White House staff in 1929. She served as

a maid and seamstress until her retirement in 1960. Mrs. Parks had a special friendship with Franklin Roosevelt since they both had polio. In 1961 she published her memoir, *My Thirty Years Backstairs at the White House*. The book became the basis for an NBC-TV miniseries in 1979. Lillian Rogers Parks died in 1997 at the age of 100.

Eugene Allen served as a butler at the White House for eight Presidents, Truman through Reagan, from 1952 to 1986. He eventually was promoted to the position of maitre d', the chief butler. Allen was at the White House when President Kennedy died, during the Vietnam War (his son served in the military in Vietnam), when President Nixon resigned, and during many other historic events. He was able to meet and serve entertainers such as jazz legend Duke Ellington and singer Elvis Presley. Once he met civil rights leader Martin Luther King Jr.

Allen was invited to attend the funeral for President Kennedy, but he did not accept the invitation because he wanted to be at the White House to serve people when they returned

from the funeral. Allen was still serving as butler when the Reagans were in the White House. One day Nancy Reagan told him that his services would not be needed at the upcoming state dinner for German Chancellor Helmut Kohl. Allen was concerned about what he might have done wrong, but Mrs. Reagan informed him that he and his wife were to attend the dinner as guests of the President and Mrs. Reagan. At the dinner, Mr. and Mrs. Allen were served what he had earlier helped prepare in the White House kitchen. Allen, who was African American, received a VIP invitation to attend the inauguration of Barack Obama. The retired White House butler was escorted to his seat by a Marine guard. Allen died the next year at age ninety.

As a staff member once told a First Lady, "Presidents come and go. Butlers stay."

As each one has received a special gift, employ it in serving one another as good stewards of the manifold grace of God. Whoever speaks, is to do so as one who is speaking the utterances of God; whoever serves is to do so as one who is serving by the strength which God supplies; so that in all things God may be glorified through Jesus Christ, to whom belongs the glory and dominion forever and ever. Amen.

1 Peter 4:10-11

Lesson Activities

Literature — Read "White House Menus" in *The Citizen's Handbook*, page 63, and the chapters titled "Over the Rimtop," "The Fight in the Cave," and "Curious First Aid" in *Brightly of the Grand Canyon*.

Creative Writing — Imagine that you are in charge of preparing a meal for some special guests at the White House. What will be on the menu? How will the table be set? Will there be flowers or other decorations on the table? What kind? What color will the tablecloth be? Who will be at the dinner? Write a description of the dinner in your notebook.

Find Out! — What are some tasks your parents have done in their lifetimes that also have to be done at the White House?

Picture This! — Draw a picture of a room in the White House. You can use one of the images in this lesson as a guide, or you can find a picture in another resource.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 58.

Going Home to MONTICELLO

LESSON 59



President and Mrs. George H. W. Bush (at right) with former Presidents and First Ladies from Left to Right: Lady Bird Johnson, Jimmy and Rosalynn Carter, Gerald and Betty Ford, Richard and Pat Nixon, and Ronald and Nancy Reagan at the Dedication of the Ronald Reagan Presidential Library, November 4, 1991

After four years in the White House, or eight years if he is re-elected, the President and the First Lady leave the White House and another couple or family takes their place. We have already learned about some of the things that First Ladies have done afterwards. What do Presidents do? Most modern Presidents write a book about their presidency or about their lives. Some write several books. Jimmy Carter has written more than twenty-five.

Each President works to build his presidential library. Former Presidents attend ceremonies and give speeches. Presidents who come after them look to them for advice, and the former Presidents are glad to help. Many stay actively involved in politics. Bill Clinton helped his wife campaign for President. George H. W. Bush saw his son elected to the presidency.

Though many remain active in their political parties, most enjoy the company of other former Presidents without regard to their party. Presidents George H. W. Bush, a Republican,



Independence, Missouri
Top: Truman Home
Lower: President Harry Truman
in His Office in His Presidential
Library, July 1961



Austin, Texas
Top: President Jimmy Carter speaks
at the LBJ Presidential Library,
February 2011
Lower: President Lyndon
Johnson's Office in the
J. J. Pickle Federal Building

and Bill Clinton, a Democrat, became close friends. After an earthquake devastated the Caribbean country of Haiti, Clinton and George W. Bush joined together to help rebuild it.

Many Presidents continue to do what they did when they were in office. They serve the American people and try to help the people of the world. Jimmy Carter is an excellent example. He began the Carter Presidential Center in Atlanta, Georgia, in 1982. Through the center, he works for democracy around the world and, as mentioned in Lesson 56, helps people in poor countries have clean drinking water and be healthier. His and Rosalynn's work for Habitat for Humanity have inspired many people around the world to get involved in building homes for the poor. See President Johnson's post-presidential office and Carter speaking at the LBJ Library at lower left.

Going Home

Harry and Bess Truman returned to the only home they had ever owned in Independence, Missouri; and Jimmy and Rosalynn Carter returned to their home in Plains, Georgia; but many Presidents purchased a new home. Since President Eisenhower had been a career military officer, he and Mamie had never owned their own home. While he was President,



Gettysburg, Pennsylvania
The Home of President and Mrs. Eisenhower

they purchased a house overlooking the Gettysburg Battlefield in Pennsylvania. They moved there after leaving the White House. See Truman and Eisenhower homes on page 310.

Bill Clinton was born in Arkansas and served as its Governor before becoming President, but he and Hillary bought a home in Chappaqua, New York, just before leaving the White House. Two presidential couples, the Reagans and the Nixons, returned to California. The Nixons later moved to New Jersey. Though Ford had served as a Congressman from Michigan for many years before becoming President, he and Betty also moved to California. Our three Presidents and First Ladies who came from Texas all returned to Texas, including the Lyndon Johnsons and both of the Bushes (in the family they are sometimes called “Forty-one” and “Forty-three,” since they served as the Forty-first and Forty-third Presidents).

The homes of some Presidents have been preserved for tourists to visit. Two such houses are Mt. Vernon in Virginia, home of George Washington, and the Hermitage in Tennessee, home of Andrew Jackson. Another famous presidential home is Monticello, near Charlottesville, Virginia, the home of Thomas Jefferson. Jefferson was interested in many areas of life and learning. The home is not only beautiful, but it also helps visitors learn about the brilliant man who wrote the Declaration of Independence and who served as our third President. Monticello is visited by over a half-million tourists each year.

Building Monticello

As a young man, Thomas Jefferson decided to build a home on the top of an 850-foot peak on land he inherited from his father. The word Monticello is Italian for “little mountain.”

Jefferson drew up plans for the home, and construction began in 1769. Jefferson moved in when one room was finished in 1770. He married Martha Wayles Skelton in 1772. When they got married, the home had two completed rooms. The home was largely finished by 1779. Sadly, Jefferson’s wife died just three years later.

In 1784 Jefferson became the Minister (Ambassador) to France from the new United States of America. While living in France, Jefferson became fascinated with French architecture. When he returned home in 1789, he began planning to enlarge and remodel Monticello, using ideas he had seen in Paris.

However, Jefferson spent most of the next twenty years as Secretary of State under Washington, Vice President under John Adams, and then as President for eight years. The remodeling work on Monticello was begun in 1796 but was not completed until 1809, the year that Jefferson left the presidency. The structure grew to about 11,000 square feet of floor space in its three main levels and the cellar. Even after it was completed, Jefferson continued to make





Charlottesville, Virginia

*Clockwise from Top Left: Monticello, Home of Thomas Jefferson;
The Study as Seen over Jefferson's Bed in the Alcove in His Bedroom; The Exterior Face of the Seven-Day Clock;
Books in Jefferson's Library; Native Artifact Hanging from the Second Floor Balcony in the Entrance Hall*

improvements in his home almost until his death in 1826. As Jefferson reportedly once told a visitor, "Architecture is my delight, and putting up and pulling down, one of my favorite amusements."

The Entrance Hall

When visitors walk into Monticello between the columns of the East Front portico, they enter the Entrance Hall, which Jefferson called Indian Hall. This large square room was Jefferson's museum of artifacts. On display are antlers from the Lewis and Clark expedition, numerous Indian artifacts, other artifacts from nature, pieces of art and sculpture, maps, a model of the Great Pyramid of Egypt, and many other items. At times Jefferson had twenty-eight chairs for visitors in this room. Overhead is a balcony with doors leading from second floor rooms.

One of the most prominent items in the room is the seven-day clock that hangs above the entrance doors. The clock is believed to have been designed by Jefferson. The clock and chimes are powered by round weights that are attached to chains leading from the clock. The weights hang in the two front corners of the room. As time passes and the chimes sound, the weights move down the wall. The top weight on the right indicates the days of the week, which are written on the wall. Since the room was not tall enough for the clock to run for the entire week or for the entire week to be shown, Jefferson had holes cut in the floor. Friday afternoon and

Saturday are marked on the wall of the cellar below. The clock is wound with a twenty-two-inch long wrought-iron key on Sunday morning. This makes the weights return to the top of the wall. As seen in one of the photos on page 312, the face of the clock is on the outside of the house above the entrance to the Entrance Hall.

Jefferson's Bedroom, Study, and Library

To the right of Indian Hall is Jefferson's bedroom with its high ceiling and the skylight at right. The bed is in an alcove that is open on both sides to save space and for warmth. A clothes closet is above the bed and is reached by a ladder stored in a smaller closet at the head of the bed. The room has large mirrors to increase light and to give the look of more space.



Skylight

Jefferson could roll out of bed one way into his bedroom and another way into his study or Cabinet. Here he wrote letters, often using a revolving chair and a revolving-top table. Also in the room is one of the polygraph machines that he used (but did not invent). As Jefferson used the polygraph machine, he wrote with a pen. A bar attached to the pen connected to another pen. The second pen reproduced his writing on another piece of paper. This action created copies of his letters for his personal files. Also in the room were a telescope, a surveying instrument called a theodolite, and a globe. Adjoining the study is Jefferson's library. This room once held 6,487 books; but Jefferson sold these to the government in 1815 to re-start the Library of Congress. After the sale, Jefferson began buying more books. In the room is an octagonal filing table, which has drawers labeled with the letters of the alphabet.

Parlor and Dining Room

To the left of the Indian (or Entrance) Hall is a set of double doors into the parlor. Jefferson designed them with a figure-eight chain which is attached to both doors and runs below the floor. When one door is opened or closed, the chain causes the other door to open or close. The parlor is in the shape of a half-octagon and was the scene of family musical performances and marriage ceremonies. This room contained the finest of Jefferson's collection of paintings.

The family gathered in the dining room at 3:30 p.m. for the evening meal. A serving door with shelves that revolved on a central axis is situated in a wall between the dining room and the passage leading to the kitchen. Dishes of food were brought from the kitchen, placed on the shelves, and the door was turned. Dining room servants then picked up the dishes and served the food to those seated at the table. The dining room has tall windows that reach to the floor. The windows can be raised both for ventilation and to serve as doors to the outside.



Monticello Gardens

Other Features

Also on the main floor is the North Octagonal Room, an eight-sided bedroom. The second and third story bedrooms and other rooms were reached by two narrow staircases only twenty-four inches wide.

The home has matching L-shaped porches on each side of the house. Beneath them are the kitchen, smokehouse, dairy, servants' quarters, horse stalls, and an icehouse.

Jefferson died at Monticello on July 4, 1826, and here he is buried.

Jefferson loved plants and kept detailed records of the flowers, trees, shrubs, vegetables, fruit orchards, and numerous crops he had planted on his plantation.

Then God said, "Let the earth sprout vegetation, plants yielding seed, and fruit trees on the earth bearing fruit after their kind with seed in them"; and it was so.

Genesis 1:11

Lesson Activities

Thinking Biblically — Read Psalm 127:1. Think about the home you hope to have some day.

In your notebook, write a list of five God-honoring things you want to take place there.

Vocabulary — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson. Copy the words and definitions into your notebook: democracy, artifact, prominent, alcove, shrub.

Literature — Read the chapters titled "On the Mend," "The Lion Hunt," and "Brighty Goes to Work" in *Brighty of the Grand Canyon*.

Creative Writing — Imagine that you have just served eight years as President of the United States. Write 2-3 paragraphs about what you would like to do with your life after leaving the presidency.

Find Out! — Choose a President who was not mentioned in this lesson and find out what he did after leaving the presidency.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 59.

★ Remember to choose an American Holiday to study this week! ★



AMERICAN HOLIDAYS

Independence Day - July 4

National Aviation Day - August 19

Labor Day - First Monday in September

Patriot Day - September 11

Constitution Day and Citizenship Day - September 17

Leif Erikson Day - October 9

Columbus Day - October 12

Veterans Day - November 11

Thanksgiving Day - Fourth Thursday in November

Pearl Harbor Remembrance Day - December 7

Bill of Rights Day - December 15

Christmas Day - December 25

New Year's Day - January 1

The Convening of Congress - January 3

Inauguration Day - January 20

Independence Day Fireworks in New York City, 2011

Americans love to celebrate! We all have our own special memories of gathering with family and friends to have a cookout, watch a parade, listen to a speech, eat a delicious meal, see the fireworks, and remember events of the past. Have fun learning about the history behind America's holidays and what it is about each one that makes it a special day.



*Top Left: National Christmas Tree in Washington, D.C.;
Top Right: Independence Day Patriotic Outfit Contest in Dallas, Texas;
Center: Tunnel to Tower Run on Patriot Day in New York City, New York;
Lower Left: Attendees at George H. W. Bush's 1989 Inauguration in Washington, D.C.;
Lower Right: Labor Day Parade in Minneapolis-St. Paul, Minnesota*

BILL OF RIGHTS DAY

December 15

In August of 1941, Congress made an appeal to President Franklin Roosevelt to establish a day to commemorate the Bill of Rights in honor of its one hundred fiftieth anniversary. Roosevelt is pictured below. In November of that year, Roosevelt issued this proclamation:

By the President of the United States of America

A Proclamation

Whereas a Joint Resolution of the Congress, approved August 21, 1941, authorizes and requests the President of the United States “to issue a proclamation designating December 15, 1941, as Bill of Rights Day, calling upon officials of the Government to display the flag of the United States on all Government buildings on that day, and inviting the people of the United States to observe the day with appropriate ceremonies and prayer”:



President Franklin D. Roosevelt, 1939

Now, Therefore, I, Franklin D. Roosevelt, President of the United States of America, do hereby designate December 15, 1941, as Bill of Rights Day. And I call upon the officials of the Government, and upon the people of the United States, to observe the day by displaying the flag of the United States on public buildings and by meeting together for such prayers and such ceremonies as may seem to them appropriate.

Roosevelt’s proclamation went on to talk about how it was appropriate to remember the adoption of the Bill of Rights (the first ten amendments to the Constitution) since the United States had been able to enjoy the freedoms guaranteed in it for one hundred fifty years. These freedoms include freedom of speech, freedom of the press, freedom of religion, freedom of

assembly, and the freedom to petition the government. Roosevelt said that it was fitting for the anniversary of the Bill of Rights to be remembered and observed by “the free schools, the free churches, the labor unions, the religious and educational and civic organizations of all kinds which, without the guarantee of the Bill of Rights, could never have existed.”

When Roosevelt issued his proclamation, World War II was being waged around the world, but the United States had not yet joined the fighting. The photographs on this page show American citizens enjoying their freedom in 1941. In his proclamation Roosevelt also said:

Those who have long enjoyed such privileges as we enjoy forget in time that men have died to win them. They come in time to take these rights for granted and to assume their protection is assured. We, however, who have seen these privileges lost in other continents and other countries can now appreciate their meaning to those people who enjoyed them once and now no longer can. We understand in some measure what their loss can mean. And by that realization we have come to a clearer conception of their worth to us, and to a stronger and more unalterable determination that here in our land they shall not be lost or weakened or curtailed.



Caldwell, Ohio
Children Waving Flags, 1941



Micala, Minnesota
Meeting, 1941



Rutland, Vermont
State Fair, 1941



White Plains, Georgia
Church Service, 1941

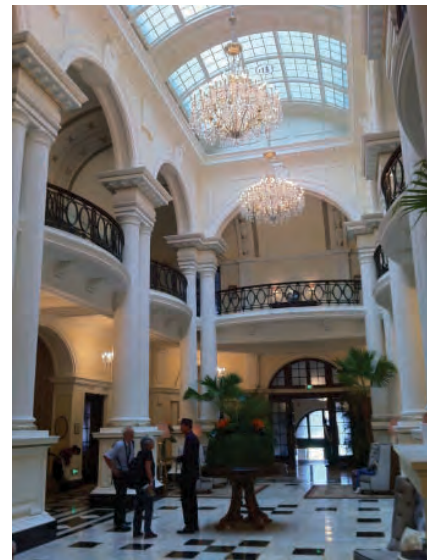
A celebration for Bill of Rights Day was planned at the luxurious Waldorf Astoria Hotel in New York City, pictured at right. Actress Helen Hayes was to be there, along with First Lady Eleanor Roosevelt. Just nine days after President Roosevelt issued his proclamation, however, the Japanese attacked Pearl Harbor and the United States declared war. Suddenly a grand celebration at a fancy hotel seemed out of place. America's focus shifted to defending itself so that no one could take away the freedoms that the Bill of Rights had established.

Free to Tweet

Bill of Rights Day has never gained a place of prominence on the American calendar, but some people are trying to change that. The John S. and James L. Knight Foundation is an organization that works to inform and engage the citizens of America. The foundation believes that a democracy cannot prosper unless the citizens are informed and fully engaged in the life of their communities. They seek to help communities figure out solutions and take action to solve the problems that they face. The foundation wants people to feel that they belong in their community and also to care about it. One large focus of the foundation is encouraging youth leadership.

In 2011 the Knight Foundation funded a contest called "Free to Tweet" in honor of Bill of Rights Day. The contest was organized by 1 for All, a program that seeks to encourage a better understanding of the First Amendment freedoms among Americans. "Free to Tweet" was open to students aged 14 to 22. It was a celebration of the Bill of Right's First Amendment, which guarantees Americans freedom of speech, freedom of the press, the right to assemble peaceably, and the right to petition the government. To enter the contest, a student had to tweet or e-mail a message to the foundation saying what they thought of the importance of the freedoms outlined in the First Amendment. Students were permitted to enter essays, poems, videos, photos, and graphics to express their views. They could also send in just a single sentence.

A panel of educators, journalists, and experts on the First Amendment read and watched the 17,000 entries and chose twenty-two winners. Each of the winners received a \$5,000 scholarship. The winning entries included some one-line tweets, a poem, and several videos. One of the



New York City, New York
Waldorf Astoria Hotel,
c. 1901 and 2010



Washington, D.C.

First Amendment Engraving on the Newseum

videos showed a boy in front of a fireplace decorated with Christmas stockings reading a rap he wrote about the First Amendment.

Newseum

A museum about the news industry opened in Washington, D.C., in 2008. Inside the seven level museum, named the Newseum, visitors can explore the history of the media from the earliest days of printing to the digital age. Fifteen theaters, fourteen galleries, two broadcast studios, and over 130 interactive stations educate museumgoers on how and why news is made.

One of the special aspects of the Newseum building is the 74-foot-high stone monument pictured at left. The words of the First Amendment are engraved on the stone. The

picture below shows the monument under construction the year before the Newseum opened. The First Amendment is what has made it possible for newspapers and broadcast companies to exercise their freedom of speech throughout America's history.



First Amendment Engraving Under Construction, 2007

On Bill of Rights Day in 2011, the Newseum hosted a conference for educators that explored how to use social media to teach about freedom of expression. The event included a panel discussion about the future of the First Amendment and a choral performance of “The Bill of Rights: A Musical Celebration.”

Freedom of Speech Wall

On Bill of Rights Day and on the other 364 days of the year, people in Charlottesville, Virginia, have a special way that they can express their freedom of speech. In front of Charlottesville City Hall, a 54-foot-long monument made of slate stands seven and a half feet high. It is a giant chalkboard where people can write or draw whatever they want. The words of the First Amendment are permanently engraved on one part of the wall. A quote about the First Amendment by U.S. Supreme Court Justice Thurgood Marshall is engraved on another section. Other than those quotes, the words and pictures on the monument are always changing. Sometimes people write messages to members of the city government. The slate is cleaned twice a week, but anyone can erase what has been written and write or draw something else any time. Near the slate wall is a podium where anyone can stand and exercise their freedom of speech.



Charlottesville, Virginia
Freedom of Speech Wall

Words from Presidents On Bill of Rights Day

Below are portions from Bill of Rights Day proclamations made by Presidents during the second half of the twentieth century.

On this day I hope that citizens throughout our land will renew in their hearts and minds a devotion to these freedoms and a determination to defend them against all forms of attack. Let us also highly resolve to continue to strive for a peaceful world in which all mankind will share them.

— Dwight D. Eisenhower, 1955

Let us shoulder our responsibilities, as trustees of freedom, to make the Bill of Rights a reality for all our citizens. Let us reach beyond the fears that divide nations to make common cause for the promotion of greater understanding of right and justice for all, and in so doing strengthen our faith in the reason and conscience of men as the basis for a true and lasting peace.

— John F. Kennedy, 1962

It is with sincere thanksgiving that we reflect on the successful efforts of those wise patriots of two hundred years ago who laid the political foundations of our beloved Nation, and also to those millions of citizens ever since who have cherished and defended the Constitution and the principles it embodies. Many have given their lives on the field of battle so that freedom and human dignity might live both at home and abroad; let us never forget our debt to them or fail to honor their sacrifice and courage.

— Ronald Reagan, 1985

Save us, O Lord our God,
And gather us from among the nations,
To give thanks to Your holy name and glory in Your praise.

Psalm 106:47

Family Activity

Create a Freedom of Speech Driveway. Instructions are on page 500.



FAMILY ACTIVITIES

Each of these activities goes with one of the lessons on American holidays. Have fun creating, eating, laughing, talking, and making memories together as a family. Please keep in mind that children should be supervised when using scissors or knives, using the stove or oven, looking up information online, and visiting public places or the homes of others.

BILL OF RIGHTS DAY

FREEDOM OF SPEECH DRIVEWAY

Let everyone in the family exercise their freedom of speech with chalk!

Supplies:

sidewalk chalk

Instructions:

- ★ Go outside with enough sidewalk chalk for the whole family. If you do not have a paved driveway, you might ask a friend or relative if you can use theirs.
- ★ Everyone should use words or pictures to communicate things that they want other American citizens to know. Topics might include sayings or proverbs, things you like about America, things you believe should be different, or political candidates you support.
- ★ Remember that even though as Americans we have freedom of speech, as Christians we must choose our words carefully and be kind and considerate of other people.



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