

Teacher's Guide for

The Adventures of Dave and Augie

Episode 3:

Theodore Roosevelt

This guide has been designed to assist teachers in the presentation of the *Theodore Roosevelt* episode of *Dave and Augie's Home Movies: The American Adventures*. It contains a summary of the video content, provides activities for use in the classroom and additional resources for further study.

To make the most of this guide, read through it completely and watch the video in its entirety. Then choose those questions, vocabulary and activities that are most appropriate for your student's age group and that best integrate with curriculum goals.

Before presenting the video, provide students with a brief overview that sparks their interest and prepares them for active viewing. Feel free to stop the video for discussion or to watch segments again.

Teacher's Guide

Developed by Freggie Productions' Educational Specialist, Dawn Ciano Frascaria, with the collaboration of Lucille Gentile, Elementary School Teacher, PS 23 Elementary School, Staten Island, NY.



If they're laughing, they're learning

Copyright 2005 by Freggie Productions,
P.O. Box 166, Hightstown, NJ, 08520 U.S.A.
www.daveandaugie.com
Tel. (732) 801-8452
Fax. (732) 583-3506

Produced and Directed by Freggie Productions
All Rights Reserved.



If they're laughing, they're learning

Brief Historical Background

Sagamore Hill was the home of Theodore Roosevelt, the 26th president of the United States, who lived there with his six children and wife from 1885 until his death in 1919. During his presidential years (1902-1908) it was dubbed the “Summer White House” by the press and was the focal point of world affairs. It was here that Roosevelt negotiated peace between Japan and Russia in the summer of 1905, receiving the Nobel Peace Prize, the first ever awarded to an American.

Originally the home in Oyster Bay, Long Island was to be called Leeholm after Roosevelt’s first wife Alice Hathaway Lee. However, following Alice’s premature death from childbirth complications on February 14, 1884 construction plans came to a halt. Grief-stricken by her passing, which tragically occurred just several hours after the death of his mother, Theodore fled to South Dakota. In 1886 he finally returned home to marry his childhood friend Edith Carow. The two reinitiated construction on the house, naming it for a Matinecock Indian sagamore (i.e., sub-chief) named Mohenas, whose people once owned the land that made up the original Oyster Bay settlement.

The modest country estate at Sagamore Hill was a haven for the Roosevelt family. TR, who had always been fond of nature and outdoor living, especially loved helping out with farm chores and romping and playing with his children, even during his presidential years.

Theodore Roosevelt died in his sleep at Sagamore Hill on January 6, 1919 at the age of 60.

Video Program Summary

Segment 1: Dave, Augie and Hillary take a ride out to Theodore Roosevelt’s home, Sagamore Hill. They learn about T.R.’s younger years and the building of the house.

Facts review: *Who Wants to Win a Buck Twenty* hosted by Rex Dino.

Segment 2: The three visit inside the home, learning about T.R.’s library, Edith’s drawing room, and the collection of interesting objects in the North Room (including a miniature suit of Japanese armor and Roosevelt’s Rough Rider hat and sword).

Facts review: *Who Wants to Win a Buck Twenty* hosted by Rex Dino.

Segment Three: Dave, Augie and Hillary say goodbye.

Educational music video about Theodore Roosevelt – *The Man from Sagamore Hill*.

<http://www.newsday.com/community/guide/lihistory/ny-history-hs622a.0.6830016.story?coll=ny-lihistory-navigation> - an article

entitled "The White House on the Hill" by the Long Island newspaper Newsday that includes short features on the origin of the Teddy Bear and his grave site.

Recommended Teacher Resources

Joseph Bucklin Bishop. *Theodore Roosevelt and His Time, Shown in His Letters.* 2 vols. (Charles Scribner’s Sons, 1920).

G. Wallace Chessman. *Theodore Roosevelt and the Politics of Power.* (Little, Brown and Company, 1969).

William Henry Harbaugh. *The Life and Times of Theodore Roosevelt.* (Oxford University Press, 1975).

Edmund Morris. *The Rise of Theodore Roosevelt.* (Coward, McCann and Georgehegan, 1979).

Edmund Morris. *Theodore Rex.* (Random House, 2001).

Theodore Roosevelt. *An Autobiography.* (Charles Scribner’s Sons, 1925).

Recommended Student Resources

Bart, Kathleen. *A Tale of Two Teddies. The First Teddy Bears Tell Their True Stories.* (Reverie Publishing Co., 2001).

Fritz, Jean. *Bully for you, Teddy Roosevelt!* (Paper Star, 1997).

Harness, Cheryl. *Young Teddy Roosevelt.* (National Geographic Society, 1998).

Hines, Gary. *A Christmas Tree in the White House.* (Henry Holt & Company, Inc., 1998).

Swansen Sateren, Shelly (ed.). Theodore Roosevelt. The Boyhood Diary of Theodore Roosevelt, 1869-1870: Early Travels of the 26th U.S. President. (Capstone Press, 2000).

Tierney, Tom. *Theodore Roosevelt and His Family Paper Dolls in Full Color.* (Dover Publications, 1990).

4. Ask individual students to choose one of the national parks or forests existing today, either in your state, your region, or elsewhere in the national system. Have students prepare a brochure and a fact sheet for that park. The fact sheet should include things like when the park was created, its location, and its major features. In the classroom, have students locate the park they chose on a large map of the U.S. with pushpins, flags, or other devices.
5. Have students research one of TR's favorite wild animals, and write a short summary of its habitat, behavior, and current status. They should draw or include a picture.

Information on Visiting the Site

For more information on visiting Sagamore Hill National Historic Park, write to: 20 Sagamore Hill Road, Oyster Bay, NY 11771-1809. You can also call the park at (516) 922 – 4788 or send a fax to (516) 922 – 4792. Otherwise, visit the National Park Service's website at <http://www.nps.gov/sahi/>.

Internet Resources

<http://www.nps.gov/sahi/> - the Sagamore Hill National Historic Park website.

<http://www.pbs.org/wgbh/amex/tr/> - this companion website to PBS's American Experience series website features an interactive timeline of Roosevelt's life, a multimedia archive on his legacy, a bibliography, and a teacher's guide

<http://leweb2.loc.gov/ammem/trhtml/trhome.html> - this Library of Congress site offers documents written by TR as well as photos.

<http://www.nps.gov/thrb/> - a National Park Service website that provides information about Theodore Roosevelt's Manhattan birthplace and early childhood home.

<http://www.theodoreroosevelt.org> - this Web site dedicated to TR includes sound files and images, links to other TR sites, anecdotes, and quotations, and provides information about the Theodore Roosevelt Association.

<http://www.whitehouse.gov/history/presidents/tr26.html> - the White House's official biography of Theodore Roosevelt.

National History Curriculum Standards

Standard 1A: Family life now and in the recent past; family life in various places long ago.

Standard 4C: The student understands the historic figures who have exemplified the values and principles of American democracy.

Video Vocabulary

Assassination – to kill someone by violence.

Asthma – a physical condition that makes it hard for you to breathe.

Charity – an organization that provides help to the needy or poor.

Conservationist – a person who works to save natural resources.

Hepburn Act – A law established by Theodore Roosevelt that set a limit on how much railroad rates could be raised in a year.

Natural History – The study, description and classification of natural objects (animals, plants and minerals).

Naturalist – a person who studies natural history.

Press Conference – a meeting to talk with members of the news press.

Rough Riders – a group of mostly western cowboys and hunters and eastern college athletes and sportsmen led by Theodore Roosevelt during the Spanish-American War.

Russo-Japanese War – a conflict between Russia and Japan for which Roosevelt won the Nobel Peace Prize by helping to bring peace to the two countries.

Summer White House – the nickname the press gave to Theodore Roosevelt's home Sagamore Hill. He was the first President to work from somewhere other than the White House.

Trust – the term first used to describe a monopoly.

Trust-busting - A term to describe legal and court actions that attempted to break up trusts and make monopolies illegal

Pre-Viewing Discussion and Activities

1. Show students a teddy bear. Ask them what it is and if they know where it got its name from. Write the word "Teddy" on the board, and then explain that this toy was named after a President of the United States. If students have difficulty determining the name of the president, show a photograph of Roosevelt. Then explain the story of how the teddy bear got its name to students.
2. Ask students what they know about Roosevelt. Where and when was he born? When was he President? What was he famous for?

3. Explain that Theodore Roosevelt was the first President to work away from the White House in Washington D.C. and that he and his family lived at a home called Sagamore Hill in Oyster Bay on Long Island, New York. Have students find both Washington and Long Island on a map. Have them locate their own state and city as a point of reference.

Suggested Active Viewing Ideas

1. Select questions from the list below. Choose no more than two for younger students (K-1). Have older students (2-4) copy a few questions and record their responses while viewing.

1. When was Theodore Roosevelt born? In what city?
2. Was Roosevelt sick as a child? What illness did he have? What did his father do to help him get better?
3. Where did Roosevelt go to university? What did he want to become?
4. What was the name of Roosevelt's first wife? What was the name of his second wife?
5. How much did the land at Sagamore Hill cost?
6. What did the press call Sagamore Hill? Why?
7. What did the Roosevelt family do for entertainment?
8. Why are there so many animal heads in the house?
9. What did Roosevelt keep in the safe in the kitchen?
10. What did Roosevelt receive the Nobel Peace Prize for?
11. What is a conservationist?
12. When did Roosevelt die?

2. Have the students raise their hands when they hear a word or idea that they don't understand. Likewise, you can stop the tape, explain a difficult concept or term, rewind, and have students view again. (K-4)

3. During game show segments pause the tape after host Rex Dino asks a question and have students do a show of hands for the answer they believe is correct. (K-4)

Suggested Follow-up Discussion

1. Review answers to active viewing questions. Then compare student answers from Pre-Viewing Discussion and Activities to what they learned from the video.

2. Ask students whether they would have liked to have been Roosevelt's son or daughter? Why?

3. Ask students whether they think Roosevelt was a good president? What did he accomplish? Solicit answers such as trust-busting and conservationism.

4. Have students define conservationism. Why was protecting the natural environment so important to Roosevelt? Ask students to think about how they could be conservationists. What might they do on a regular basis to help preserve natural resources and protect plants and animals?

5. Ask students how it was different being a child in Theodore Roosevelt's day. What types of things did children do for entertainment? What types of rules and regulations were there?

Suggested Follow-up activities

1. In the program, Dave indicates that TR and Alice bought the property at Sagamore Hill for \$30,000, the price of a car nowadays. Give students a list of common items (i.e. milk/eggs/bread, books/magazines, gasoline, different types of clothing). For homework have them find out what these items cost now. As a class research what these same things cost in TR's day. Make up a comparative poster with "then and now" prices. Illustrate the poster with other "then and now" differences (fashions, hairstyles, etc.)

2. Theodore Roosevelt kept a journal as a boy and adult. Read through some of the entries from his boyhood journal (see the book

The Boyhood Diary of Theodore Roosevelt, 1869-1870). Have

students write their own journal. Younger students can draw a picture each day and write a couple of simple sentences (K-1). Older students should feel free to write in their journal and illustrate it. (2-4).

3. Have students act as conservationists in their local community, at school or at home. Students could identify a problem (littering at a local park, the need for trees or other plants in the school yard, the waste of electricity or water at home) and then work as a class, in small groups, or individually to create a plan of action, writing down a list of the goals to be accomplished and how they will accomplish them. While carrying out the conservation project, students should document it with photographs and drawings and then create an illustrated report of their project, presenting it to the class. If the project is of community interest, it may be possible to get a local journalist to cover the event.