

## Presidents' Day Resources

The following resources can be used when incorporating the study of the American presidency, George Washington, or Abraham Lincoln into your social studies instructional sequence. For additional social studies resources, visit the Vermont Department of Education's History and Social Sciences Web page at [http://www.state.vt.us/educ/new/html/pgm\\_curriculum/history.html](http://www.state.vt.us/educ/new/html/pgm_curriculum/history.html).

Presidents: General Information		
Grade Level(s)	Resource Description & Location	Type(s) of Resource
Elementary	<b>CyberHunt American Presidents Crossword Puzzle</b> ( <i>Scholastic</i> ) Students use the internet to answer questions about the American presidency and work a crossword puzzle. <a href="http://www.teacher.scholastic.com/lessonrepro/reproducibles/instructor/crossword/0001/index.htm">http://www.teacher.scholastic.com/lessonrepro/reproducibles/instructor/crossword/0001/index.htm</a>	Puzzle
All	<b>The American Presidency</b> ( <i>Grolier Online</i> ) Uses materials from five Grolier encyclopedias to look at the presidents and presidential elections. Topics include: presidential profiles, elections, scandals, monuments, etc. <a href="http://ap.grolier.com/">http://ap.grolier.com/</a>	Teacher and student resource
All	<b>The Presidents of the United States</b> ( <i>The White House</i> ) Sections include biographical information about presidents and first ladies, Life in the White House, Today in Presidential History, and links to presidential libraries. <a href="http://www.whitehouse.gov/history/presidents/">http://www.whitehouse.gov/history/presidents/</a>	Teacher and student resource
Elementary	<b>Whitehousekids.gov</b> ( <i>The White House</i> ) Informational web site geared towards younger students. History section include presidential biographies, coloring pages, Historical White House ABC's. There is also a Quizzes section that features online interactive quizzes on different topics. <a href="http://www.whitehouse.gov/kids/">http://www.whitehouse.gov/kids/</a>	Biographies Activities Quizzes
Middle High	<b>AmericanPresident.org</b> ( <i>University of Virginia's Miller Center of Public Affairs</i> ) A comprehensive, non-partisan resource on the history and function of the American presidency. Offers two perspectives on the presidency: the Presidency in History, and the Presidency in Action. For information on any of the 43 historical presidents, please visit Presidency in History. For information on the function, responsibilities, and organization of the modern presidency, please visit Presidency in Action. <a href="http://www.americanpresident.org/">http://www.americanpresident.org/</a>	Teacher and student resource

<b>Presidents: General Information</b>		
<b>Grade Level(s)</b>	<b>Resource Description &amp; Location</b>	<b>Type(s) of Resource</b>
Middle	<p><b>Before and Beyond the Constitution: What Should a President Do?</b> (<i>EdSitement/National Endowment for the Humanities</i>)</p> <p>In this unit, students look at the role of President as defined in the Constitution and consider the precedent-setting accomplishments of George Washington.  <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=458">http://edsitement.neh.gov/view_lesson_plan.asp?id=458</a></p>	Lesson plan
Early Elementary	<p><b>The President's Roles and Responsibilities: Communicating with the President</b> (<i>EdSitement/National Endowment for the Humanities</i>)</p> <p>What is the job of the president of the United States? What are the president's roles and responsibilities? How do the president and the public communicate with each other? After completing these lessons, students will be able to identify and describe the various roles of the president of the United States, understand how the president communicates with the public, recognize ways that young citizens can actively participate in a democracy, and express their views in a letter to the president.  <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=383">http://edsitement.neh.gov/view_lesson_plan.asp?id=383</a></p>	Lesson Plan
Early Elementary	<p><b>The President's Roles and Responsibilities: Understanding the President's Job</b> (<i>EdSitement/National Endowment for the Humanities</i>)</p> <p>What is the job of the president of the United States? What are the president's roles and responsibilities? How do the president and the public communicate with each other?  <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=385">http://edsitement.neh.gov/view_lesson_plan.asp?id=385</a></p>	Lesson Plan
Elementary	<p><b>What Happens in the White House?</b> (<i>EdSitement/National Endowment for the Humanities</i>)</p> <p>In this unit, students take a close look at the White House in recent times and throughout our history.  <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=467">http://edsitement.neh.gov/view_lesson_plan.asp?id=467</a></p>	Lesson Plan
High School	<p><b>What Portraits Reveal</b> (<i>EdSitement/National Endowment for the Humanities</i>)</p> <p>This lesson is designed to help students recognize that portraits, whether paintings or photographs, can tell us more about people of the past than just what they looked like. Students first compare portraits of three Presidents of the United States to note how changes in style can reflect changing social attitudes, in this case changing American attitudes toward the Presidency. Next they examine portraits of Americans from the Revolutionary War era in order to learn how portraits can tell a person's story, both through details of the portrait itself and through evidence of why it was produced or (in some cases) how it has been altered.  <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=255">http://edsitement.neh.gov/view_lesson_plan.asp?id=255</a></p>	Lesson Plan
All	<p><b>National Portrait Gallery Hall of Presidents</b></p> <p>A virtual tour that allows you to navigate through the Hall of Presidents, or a standard tour that offers a static view of each presidential portrait.  <a href="http://www.npg.si.edu/collect/hall.htm#">http://www.npg.si.edu/collect/hall.htm#</a></p>	Virtual tour

<b>George Washington</b>		
<b>Grade Level(s)</b>	<b>Resource Description &amp; Location</b>	<b>Type(s) of Resource</b>
High School	<p><b>What Made George Washington a Good Military Leader?</b> (<i>EdSitement/National Endowment for the Humanities</i>)</p> <p>In this unit, students will read the Continental Congress's resolutions granting powers to General Washington; analyze some of Washington's wartime orders, dispatches, and correspondence in terms of his mission and the characteristics of a good general; and study—with frequent reference to primary material—four battles. In the final lesson in the unit, students will take one last measure of Washington. They will examine his words in response to a proposal that he become the head of a military dictatorship and a movement among some disaffected soldiers to circumvent civilian authority.</p> <p><a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=527">http://edsitement.neh.gov/view_lesson_plan.asp?id=527</a></p>	Lesson Plan
High School	<p><b>George Washington: The Living Symbol</b> (<i>EdSitement/National Endowment for the Humanities</i>)</p> <p>In this lesson students will examine the life and legend of George Washington as reflected in his writings and in popular commemorations of his accomplishments; to investigate his contribution to the legend that has grown up around him; to explore some of the meanings that have been attached to Washington through the course of American history; to present a statement of findings.</p> <p><a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=315">http://edsitement.neh.gov/view_lesson_plan.asp?id=315</a></p>	Lesson plan
High School	<p><b>The Diaries of George Washington</b> (<i>Library of Congress</i>)</p> <p>Sections include: The Worlds of Washington, Washington and the New Agriculture.</p> <p><a href="http://lcweb2.loc.gov/ammem/gwhtml/gwintro.html">http://lcweb2.loc.gov/ammem/gwhtml/gwintro.html</a></p>	Teacher and student resource
Middle High	<p><b>George Washington's Inaugural Address</b> (<i>National Archives</i>)</p> <p>Image and transcription of document.</p> <p><a href="http://www.archives.gov/exhibits/american_originals/inaugura.html">http://www.archives.gov/exhibits/american_originals/inaugura.html</a></p>	Primary Source Document
High	<p><b>The Surprising George Washington</b> (<i>Richard Norton Smith for Prologue Magazine</i>)</p> <p>Biography and images.</p> <p><a href="http://www.archives.gov/publications/prologue/1994/spring/george-washington-1.html">http://www.archives.gov/publications/prologue/1994/spring/george-washington-1.html</a></p>	Biography Images
High	<p><b>Provisional Army Orders Detailing Ceremony in Honor of George Washington's Death</b> (<i>Gilder Lehrman Institute</i>)</p> <p>Washington could have never held back the outpouring of national grief despite his specific request to "be Interred in a private manner, without parade, or funeral Oration."</p> <p><a href="http://www.gilderlehrman.org/collection/docs_archive_inhonorofgeorge.html">http://www.gilderlehrman.org/collection/docs_archive_inhonorofgeorge.html</a></p>	Primary Source Document Transcript Facsimile Suggested Reading
High	<p><b>George Washington to New Hampshire, December 29, 1777</b> (<i>Gilder Lehrman Institute</i>)</p> <p>George Washington's words in this letter represent a stirring plea for help at the darkest moment of the American Revolution. This famous letter illustrates Valley Forge as an icon of American perseverance and resolve in the face of cruel fortune and overwhelming odds.</p> <p><a href="http://www.gilderlehrman.org/collection/docs_archive_washnewhampshire.html">http://www.gilderlehrman.org/collection/docs_archive_washnewhampshire.html</a></p>	Primary Source Document Transcript Facsimile Suggested Reading

<b>George Washington</b>		
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High School	<p><b>"I never mean... to possess another slave by purchase"</b> (<i>Gilder Lehrman Institute</i>)</p> <p>Among all the well known founders who were major slaveholders at the time of the Revolution, George Washington was the only one who actually ended up freeing his slaves. But Washington never spoke out publicly against the institution of slavery. Instead, he arrived at his conclusion that slavery was immoral and inconsistent with the ideals of the American Revolution gradually, privately, and with difficulty.</p> <p><a href="http://www.gilderlehrman.org/collection/docs_archive_wash2.html">http://www.gilderlehrman.org/collection/docs_archive_wash2.html</a></p>	Primary Source Document Transcript Facsimile Suggested Reading
All	<p><b>Mount Vernon</b></p> <p>Web site of George Washington's home. Sections include: Timeline of GW's life, George Washington and Slavery, searchable data base, Martha Washington, Resources for Teachers, etc.</p> <p><a href="http://www.mountvernon.org/index.cfm?">http://www.mountvernon.org/index.cfm?</a></p>	Teacher and student resource, lesson plans
High	<p><b>A Circular Letter from George Washington</b> (<i>Gilder Lehrman Institute</i>)</p> <p>This broadside includes General George Washington's last circular to the states as Commander-in-Chief of the Continental Army. Most of the Washington war correspondence is typically mundane and pragmatic, but this address is a deliberate departure from that pedestrian style. With its philosophical overtones and potent language, he exhorts the American public to strive for the great future he sees. The strong central government that Washington was proposing was the main thrust of this broadside, and it was a radical notion at the time.</p> <p><a href="http://www.gilderlehrman.org/collection/docs_archive_circular.html">http://www.gilderlehrman.org/collection/docs_archive_circular.html</a></p>	Primary Source Document Transcript Facsimile Suggested Reading
High	<p><b>Martha Washington to Francis B. Washington</b> (<i>Gilder Lehrman Institute</i>)</p> <p>In one of Martha Washington's earliest known letters, she shows conflicting feelings about balancing her family life with her role as a political wife.</p> <p><a href="http://www.gilderlehrman.org/collection/docs_archive_balance.html">http://www.gilderlehrman.org/collection/docs_archive_balance.html</a></p>	Primary Source Document Transcript Facsimile Suggested Reading

<b>Abraham Lincoln</b>		
<b>Grade Level(s)</b>	<b>Resource Description &amp; Location</b>	<b>Type(s) of Resource</b>
Elementary	<p><b>What Events Led to Lincoln's Assassination?</b> (<i>Gilder Lehrman Institute</i>)</p> <p>Using information from given references, including primary sources, students will find information that will help them answer the question, "what events led to Lincoln's assassination?"</p> <p><a href="http://www.historynow.org/12_2005/lp4.html">http://www.historynow.org/12_2005/lp4.html</a></p>	Lesson plan Primary source documents

<b>Abraham Lincoln</b>		
<b>Grade Level(s)</b>	<b>Resource Description &amp; Location</b>	<b>Type(s) of Resource</b>
Middle	<p><b>The Emancipation Proclamation through Different Eyes</b> (<i>Gilder Lehrman Institute</i>)</p> <p>In this lesson students will be asked to analyze the Emancipation Proclamation and then view it through the lens of different segments of the population at the time it was passed. At the conclusion of the lesson, students will be asked to determine if the document deserves to be called one of the greatest in U.S. history.</p> <p><a href="http://www.historynow.org/12_2005/lp3.html">http://www.historynow.org/12_2005/lp3.html</a></p>	Lesson plan Primary source documents
High School	<p><b>Abraham Lincoln on Slavery and Race</b> (<i>Gilder Lehrman Institute</i>)</p> <p>In this lesson plan students will examine primary documents—the letters and speeches of Abraham Lincoln—in order to analyze Lincoln’s position on slavery, look at the historical context to understand Lincoln’s views, and increase their understanding of the influence of race on politics in the antebellum era.</p> <p><a href="http://www.historynow.org/12_2005/lp1.html">http://www.historynow.org/12_2005/lp1.html</a></p>	Lesson plan Primary source documents
High School	<p><b>Lincoln’s Reconstruction Plan</b> (<i>Gilder Lehrman Institute</i>)</p> <p>In this lesson students will examine primary documents in order to understand and evaluate Lincoln's plans for Reconstruction, be able to identify the specific proposals Lincoln made for the readmission of Southern states, amnesty, and opportunities for freedmen, analyze the conflict between the executive and legislative branches in trying to assert control over Reconstruction during Lincoln's term, recognize the need for cooperation and compromise in creating federal policy on Reconstruction, and recognize the significance of Lincoln’s Second Inaugural Address in setting the tone of reconciliation for the nation.</p> <p><a href="http://www.historynow.org/12_2005/lp2.html">http://www.historynow.org/12_2005/lp2.html</a></p>	Lesson plan Primary source documents
Middle High	<p><b>The Assassination of President Abraham Lincoln</b> (<i>Library of Congress</i>)</p> <p>Information about the assassination, timeline with links, and image gallery.</p> <p><a href="http://memory.loc.gov/ammem/alhtml/alrintr.html">http://memory.loc.gov/ammem/alhtml/alrintr.html</a></p>	Information Timeline Image gallery
Middle High	<p><b>The Emancipation Proclamation</b> (<i>Library of Congress</i>)</p> <p>Information, timeline with links, and image gallery.</p> <p><a href="http://memory.loc.gov/ammem/alhtml/almintr.html">http://memory.loc.gov/ammem/alhtml/almintr.html</a></p>	Information Timeline Image gallery
Middle High	<p><b>Interactive Timeline</b> (<i>Abraham Lincoln Presidential Library and Museum</i>)</p> <p><a href="http://www.alplm.org/timeline/timeline.html">http://www.alplm.org/timeline/timeline.html</a></p>	Interactive timeline
All	<p><b>Abraham Lincoln Quotations</b> (<i>The Quotations Page</i>)</p> <p><a href="http://www.quotationspage.com/quotes/Abraham_Lincoln/">http://www.quotationspage.com/quotes/Abraham_Lincoln/</a></p>	Quotations

<b>Abraham Lincoln</b>		
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Elementary Middle	<b>We Must Not Be Enemies: Lincoln's First Inaugural Address</b> (EdSitement/National Endowment for the Humanities) Help your students understand the historical context and significance of Lincoln's inaugural address through archival documents such as campaign posters, sheet music, vintage photographs and documents. <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=246">http://edsitement.neh.gov/view_lesson_plan.asp?id=246</a>	Lesson plan
High School	<b>Lincoln Goes to War</b> (EdSitement/National Endowment for the Humanities) This lesson plan explores the decision-making process that precipitated the Civil War, focusing on deliberations within the Lincoln administration that led to the Confederate attack on Fort Sumter in April 1861. <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=263">http://edsitement.neh.gov/view_lesson_plan.asp?id=263</a>	Lesson plan
All	<b>Lincoln Memorial</b> (National Park Service) Information about the Lincoln Memorial, links to other monuments on the National Mall. <a href="http://www.nps.gov/linc/index.htm">http://www.nps.gov/linc/index.htm</a>	Teacher and student resource
High School	<b>The Assassination of President Lincoln</b> (Gilder Lehrman Institute) On April 14th, 1865, President Abraham Lincoln was shot in the back of the head by John Wilkes Booth while attending a play at Ford's Theater in Washington D.C. The next day, Secretary of War Edwin McMasters Stanton telegraphed this message to General John A. Dix in New York, where it was printed on newspapers and posters. <a href="http://www.gilderlehrman.org/collection/docs_archive_lincoln.html">http://www.gilderlehrman.org/collection/docs_archive_lincoln.html</a>	Primary Source Document
All	<b>Ford's Theater National Historic Site</b> (National Park Service) Extensive information about the theater, Lincoln, and John Wilkes Booth. Topics include: a map of Booth's escape route, a chronology of Ford's Theater, a photo gallery, etc. <a href="http://www.nps.gov/foth/index2.htm">http://www.nps.gov/foth/index2.htm</a>	Teacher and student resource
Elementary Middle	<b>Lincoln Boyhood National Memorial</b> (National Park Service) Lincoln Boyhood National Memorial preserves the site of the farm where Abraham Lincoln spent 14 formative years of his life, from the ages of 7 to 21."In Depth" section contains information about Lincoln, his boyhood, and his family. Teacher Resource Packet includes more biographical information, a word search game, "Frontier Math Problems," etc. <a href="http://www.nps.gov/libo/pphtml/forkids.html">http://www.nps.gov/libo/pphtml/forkids.html</a>	Teacher and student resource, activities & games
All	<b>Lincoln Home National Historic Site</b> (National Park Service) The Lincoln home, the centerpiece of the Lincoln Home National Historic Site, has been restored to its 1860s appearance, revealing Lincoln as husband, father, politician, and President-elect. It stands in the midst of a four block historic neighborhood which the National Park Service is restoring so that the neighborhood, like the house, will appear much as Lincoln would have remembered it. Web site includes virtual tour and "Lincoln on Slavery" section. <a href="http://www.nps.gov/liho/index.htm">http://www.nps.gov/liho/index.htm</a>	Teacher and student resource, virtual tour, quotations