



TR AN AMERICAN LION

TEACHER'S GUIDE

Premiere: Monday 1/20 at 9pm ET/PT
Encore: Saturday 1/25 at 8pm ET/PT



THE HISTORY CHANNEL.



Now anything's possible ..

INTRODUCTION

In 1901, Theodore Roosevelt became president of the United States and helped to usher in the American political and economic dominance that defined the twentieth century. Brash, brilliant and egotistical, Roosevelt was larger than life, and just the person to lead the upstart U.S., a young country that would soon become one of the greatest world powers in history. He was the youngest president to serve in office, and his face is carved on Mount Rushmore next to the giants of American political history. But who was this man? What made Roosevelt a legend? Why, a century later, is Roosevelt one of the American presidents who defined an era? And what was his influence and impact on American history? This four-hour documentary explores the life and times of Theodore Roosevelt and seeks to answer these questions.

CURRICULUM LINKS

Theodore Roosevelt and America would be useful for classes on American History, American Culture, Political Science and Environmentalism. It is appropriate for middle school and high school.

OBJECTIVES

Students will explore the political and personal life of Theodore Roosevelt. They will examine his role in American and world history, and the dawn of the twentieth century. They will gain an understanding of the intricate political, economic and social changes of the era, as well as the emergence of the United States as a world power.

NATIONAL HISTORY STANDARDS

Theodore Roosevelt and America fulfills the following National Standards for History for grades 5-12: chronological thinking, historical comprehension, historical analysis and interpretations, and historical research capabilities for American History era 7.

PART 1

VOCABULARY

patriarch (n.)	a man who rules a family, clan, or tribe; father of a large family
imperialism (n.)	the policy of extending a nation's authority by territorial acquisition or by the establishment of economic and political hegemony over other nations
omnipotent (n.)	having unlimited power or authority
autocrat (n.)	a ruler having unlimited power; a despot
taxonomy (n.)	the classification of organisms in an ordered system that indicates natural relationships
ostentatious (adj.)	of a display that is tawdry or vulgar; showy
Oblivious (adj.)	lacking conscious awareness; unmindful
philanthropy (n.)	the effort or inclination to increase the well-being of humankind, as by charitable aid or donations
leonine (adj.)	of, relating to, or characteristic of a lion
taxidermy (n.)	the art or operation of preparing, stuffing, and mounting the skins of dead animals for exhibition in a lifelike state
idyllic (adj.)	excellent and delightful in all respects
nocturnal (adj.)	of, relating to, or occurring in the night
bigot (n.)	one who is strongly partial to one's own group, religion, race, or politics and is intolerant of those who differ

DISCUSSION QUESTIONS

1. Theodore Roosevelt's image appears on Mount Rushmore next to the likenesses of George Washington, Thomas Jefferson and Abraham Lincoln. Why is he grouped with such important figures in American history?
2. Roosevelt's era is often associated with his personality. when did Roosevelt live? How did he define his times?
3. Roosevelt was larger than life. What were some of his weaknesses? What were some of his strengths?
4. Roosevelt is often associated with war. What was his attitude toward war?
5. Roosevelt was born into a world in transition. Discuss this world, especially the impact of the new technology of railroads.
6. Roosevelt was born and raised in New York City. Describe the New York City of his youth.
7. Roosevelt came from a prominent family. Discuss his family and background.
8. Describe Roosevelt's parents. How did they influence Teddy, especially his father?
9. Roosevelt was quite sickly when he was a young boy. How did his illness affect his personality?
10. Roosevelt suffered from asthma. What is asthma? What are the symptoms of this disease?
11. Roosevelt began his political career in the New York political system. Describe politics in New York during the 19th century.



12. How did he challenge the New York political system?
13. Roosevelt's young wife Alice died shortly after giving birth to their daughter. How did Alice's death affect Roosevelt?
14. After Alice's death, Roosevelt headed west. How did his time in the West change his life?
15. Roosevelt started a cattle business in the West but soon lost interest. Why?
16. Roosevelt headed the New York City police force. How did he shape and reform the NYPD?
17. Teddy Roosevelt was known as a great orator. Discuss the importance of political speeches and oration before the invention of other forms of entertainment such as television.

EXTENDED ACTIVITIES

1. Pretend you are a childhood friend of the Roosevelts staying at their house. Write a letter home describing your friend Theodore.
2. Research New York City in the early 19th century. Use your data to create a travel brochure for the city.

PRIMARY RESOURCE

Follow this link (<http://www.theodore-roosevelt.com/trstrenlife.html>) to read Theodore Roosevelt's speech, "The Strenuous Life" April 10, 1899 The Hamilton Club, Chicago

PART 2

VOCABULARY

extrapolate (v.)	to infer or estimate by extending or projecting known information
atrocious (n.)	an appalling or atrocious act, situation, or object, especially an act of unusual or illegal cruelty inflicted by an armed force on civilians or prisoners
prognosis (n.)	a prediction of the probable course and outcome of a disease
foreboding (n.)	a sense of impending evil or misfortune
incumbent (adj.)	currently holding a specified office
tedium (n.)	dullness owing to length or slowness
oblivious (adj.)	lacking conscious awareness; unmindful
aghast (adj.)	struck by shock, terror, or amazement
pragmatism (n.)	a practical, matter-of-fact way of approaching or assessing situations or of solving problems
stringent (adj.)	imposing rigorous standards of performance; severe
pessimistic (adj.)	having a tendency to stress the negative or unfavorable or to take the gloomiest possible view
exude (v.)	to exhibit in abundance



DISCUSSION QUESTIONS

1. Theodore Roosevelt was anxious for the United States to go to war with Spain. Why did TR desire war with Spain?
2. What caused the Spanish-American War?
3. Although TR was anxious to go to war with Spain, President McKinley was not. Why was the president reluctant to go to war?
4. Why was it so important to TR that he serve in the army?
5. TR led the Rough Riders in their historic charge up San Juan Hill. How did the Rough Riders get their name?
6. What was the Rough Riders' objective?
7. TR is the only president to ever receive the Congressional Medal of Honor. When did he receive the medal?
8. Why did TR receive the medal?
9. TR served as governor of New York. How and why did he become the governor?
10. What was the "amen corner?"
11. Discuss some of TR's New York reforms.
12. How did TR become vice president?
13. How did TR become president?

EXTENDED ACTIVITIES

1. Research Theodore Roosevelt's accomplishments as governor of New York. Use your data to create a chart illustrating those accomplishments.
2. Cartoons have long been a part of American political tradition. Follow this link (http://www.boondocksnet.com/gallery/tr_intro.html) to a gallery of Theodore Roosevelt cartoons. Choose one of the images and explain what the cartoon is illustrating.

PRIMARY RESOURCE

Follow this link (<http://www.theodore-roosevelt.com/trinaugural.html>) to read Theodore Roosevelt's Inaugural Address, March 4, 1905.

PART 3

VOCABULARY

- | | |
|------------------------|---|
| icon (n.) | an important and enduring symbol |
| naturalist (n.) | one versed in natural science; a student of natural history, esp. of the natural history of animals |
| charade (n.) | a travesty; a pretense |

embellishment (n.)	the act of adding extraneous decorations to something
de facto (adj.)	exercising power or serving a function without being legally or officially established
realm (n.)	a community or territory over which a sovereign rules; a kingdom
rambunctious (adj.)	boisterous and disorderly
monopoly (n.)	exclusive control by one group of the means of producing or selling a commodity or service
financier (n.)	one who is occupied with or expert in large-scale financial affairs
heretical (adj.)	characterized by, revealing, or approaching departure from established beliefs or standards
inherent (adj.)	existing as an essential constituent or characteristic; intrinsic
entity (n.)	the fact of existence; being

DISCUSSION QUESTIONS

1. TR became president after the assassination and death of William McKinley. Discuss the irony of TR gaining the most powerful office by an act of fate.
2. TR had an unorthodox managerial style. Discuss TR's style of leadership.
3. Race relations is one of the most complex topics in America. It was just as complex in the early 20th century. Discuss the state of race relations in the early 20th century.
4. TR's views of race and relations were indicative of his era. Discuss his views of race and racial differences. How do these views differ from the views of recent presidents?
5. TR invited Booker T. Washington, the most famous African American of his day, to dine at the White House. Why was this event so momentous? What were some of the reactions to this event?
6. The American presidency has evolved and changed during the nation's history. Discuss the differences in the presidency during the early 20th century and the early 21st century.
7. TR is famous for his actions against the big trusts. What are trusts? Why were they so lucrative? What did TR do about these trusts?
8. Discuss the lifestyles of the men and their families who led the trusts. Why was there resentment against these industrialists?
9. What were some of the reactions to TR's actions against the trusts?
10. In 1902, a great coal strike crippled the nation. Why was coal so important during the early years of the 20th century? How did TR end the great coal strike?
11. TR was instrumental in the building of the Panama Canal. For what reasons did TR and America want the canal?
12. Discuss the role of TR in conservationism.

EXTENDED ACTIVITIES

1. Imagine that you are a newspaper editor in 1901. Create a front page for your newspaper reporting the death of William McKinley.
2. Create a timeline illustrating the events of TR's first term as president.
3. Research the origins of our National Park Service. How was Roosevelt involved? Present your findings to your class.



PRIMARY RESOURCE

Follow this link (http://memory.loc.gov/cgi-bin/query/D?papr:64:./temp/~ammem_sNvu:@@@mdb=cola,coolbib,papr,pin,ncr,varstg) to the American Memory website to download a film of Theodore Roosevelt calling on his neighbors in Oyster Bay, NY.

PART 4

VOCABULARY

literally (adv.)	in a literal manner; word for word
animosity (n.)	bitter hostility or open enmity; active hatred
bellicose (adj.)	warlike in manner or temperament; pugnacious
patina (n.)	the sheen on any surface, produced by age and use
daunting (adj.)	to abate the courage of; discourage
truculent (adj.)	disposed to fight; pugnacious
legacy (n.)	something handed down from an ancestor or a predecessor or from the past
posterity (n.)	succeeding generations; future times
languish (v.)	to remain unattended or be neglected
advocate (v.)	one that argues for a cause; a supporter or defender
cauldron (n.)	a state or situation of great distress or unrest felt to resemble a boiling kettle or vat.
venomous (adj.)	harsh or corrosive in tone

DISCUSSION QUESTIONS

1. Theodore Roosevelt spent over seven years as president. How did he feel about the office and his job?
2. TR was one of the first presidents to master the media. How did he use the media to serve his purposes?
3. Why did TR's manipulations of the media make him so powerful?
4. TR was the first American to win the Nobel Peace Prize. Why was he the recipient of this prestigious award?
5. TR's famous quotation about foreign policy is "Speak softly and carry a big stick." What did he mean by this?
6. The incident in Brownsville, Texas was TR's greatest failure. What happened in Brownsville? What was TR's response? Discuss the role of racism in the incident and in TR's actions.
7. TR chose not to run for a third term in 1908. Why?
8. TR handpicked his successor to the presidency, William H. Taft, but later regretted his endorsement of Taft. Why did TR feel that Taft had betrayed him?
9. Why did TR choose to run as the Progressive Party candidate in 1912?
10. How did the Progressive Party get its nickname, the "Bull Moose Party?"



11. What was the political platform of TR and the Progressive Party in 1912?
12. Discuss the historical significance of the Progressive Party platform.
13. After his loss in 1912, TR left the country in 1913 for an adventure in the Amazon Jungle. Discuss the toll this trip took on him.
14. Woodrow Wilson won the 1912 election and became president. How did TR feel about Wilson, especially his views on World War I?
15. TR wanted to lead a regiment in World War I, but President Wilson would not let him. Why?
16. TR's youngest son, Quentin, died in World War I. How did the death of Quentin affect TR?
17. What is the legacy of TR? How is TR remembered today?

EXTENDED ACTIVITIES

1. Write a resume for Roosevelt during the 1904 presidential campaign.
2. Research life at the White House during Roosevelt's administration. Pick three anecdotes and share them with your classmates.

PRIMARY RESOURCE

Follow this link (<http://1912.history.ohio-state.edu/race/brownsvi.htm>) to a political cartoon depicting TR and his handling of the Brownsville incident.

WEBSITES

Biography of Theodore Roosevelt— <http://www.whitehouse.gov/history/presidents/tr26.html>

Theodore Roosevelt Association— <http://www.theodoreroosevelt.org/>

Theodore Roosevelt: Icon of the American Century— <http://www.npg.si.edu/exh/roosevelt/>

Mr. Roosevelt's Neighborhood— <http://www.nps.gov/gwmp/pac/mrn/who.html>

Theodore Roosevelt: His Life and Times On Film— <http://memory.loc.gov/ammem/trfhtml/trfhome.html>

Theodore Roosevelt National Park— <http://www.theodore.roosevelt.national-park.com/>

FURTHER READING

Shelley Swanson Sateren, Theodore Roosevelt, *Boyhood Diary of Theodore Roosevelt, 1869-1870: Early Travels of the 26th U.S. President* (Capstone Press, 2000) Reading level: Ages 9-12

Jean Fritz, Mike Wimmer (Illustrator), *Bully for You, Teddy Roosevelt!* (Putnam Publishing Group, 1997) Reading level: Ages 12 and up

David L. Weitzman, Charles Shaw (Illustrator), *Mountain Man and the President* (Steck-Vaughn, 1993) Reading level: Ages 12 and up

Hal Marcovitz, *Theodore Roosevelt* (Mason Crest Publishers, 2002) Reading level: Ages 12 and up

Richard Kozar, *Theodore Roosevelt and the Exploration of the Amazon Basin* (Chelsea House Publishers, 2000) Reading level: Ages 9-12

