## Contents

To the Teacher ................................................. 3

### Student Introductory Reading Material

- The President and the Presidency .......................... 4
- Presidential Portraits ....................................... 5

### Activities and Lesson Plans

- Name That President! ........................................ 6
- Help Wanted: In Search of a President ........................ 7
  (includes student worksheet)
- The Road to the Presidency: Career Paths ........................ 9
  (includes student worksheets)
- The Road to the Presidency: The President as Military Hero .......................... 12
  (includes student worksheet)
- Presidential Sweepstakes (includes student worksheet) ...................... 14
- Portraits as Biography ...................................... 17
  - A President in Depth (student worksheet)
  - Looking at Presidential Portraits (student worksheet)
- Honoring Presidents: How Are They Remembered? .................... 22
- Presidential Birthplaces .................................... 23
  - Presidential Timeline and Birthplaces (fact sheet)

### Games and Puzzles

- Presidential Pathways: A Board Game ..................... 26
- Presidential Word Puzzle .................................... 34
- Who Am I? .................................................. 35
- Who’s on the Money? ....................................... 36
- Answer Sheets for Games and Puzzles ...................... 37

### Presidential Chronologies

- ................................................................. 40

### After Your Visit: Follow-up Activities

- ................................................................. 48

### For Further Research: Resources, Outside Reading, and Web Sites

- ................................................................. 49

### Evaluation

- ................................................................. 52

### Reproductions of Presidential Portraits from the National Portrait Gallery

- ................................................................. 54
This Teacher Resource Guide will introduce your students to the Presidents and the role of the presidency in American history through the portraits in the Smithsonian’s traveling exhibition “Portraits of the Presidents from the National Portrait Gallery.” The activities, games, and puzzles are designed to enhance your students’ knowledge of American Presidents. Please choose the activities that best suit your students and curriculum. Some activities are designed to be completed either as a whole class activity, a small group activity, or an individual project. Each activity includes objectives, procedures, related standards in historical thinking, the level of difficulty (elementary, middle, and upper), worksheets, and other supplemental materials. The games and puzzles include directions and answer sheets. A list of suggested sources for expanded research is also included. We hope that the use of these materials will enrich your students’ study of United States Presidents, and that they will give your students a deeper understanding and appreciation of historical portraiture.
The President of the United States holds the most important political office in the country. As leader of our country, he (or one day, she) has many jobs and much responsibility. Some of the President's jobs include enforcing existing laws and suggesting new ones, overseeing the branches of the military, determining this country's relationships with other nations, signing treaties, and representing the United States around the world. The President also nominates people to serve in special jobs, including those of ambassador, cabinet member, and Supreme Court justice. If the President disagrees with Congress over particular legislation, he has the power to veto it rather than sign it. Over the years, Presidents have had to make very difficult decisions about major issues confronting the nation, including the expansion of the United States, wars at home and abroad, financial or economic crises, and social unrest. The President's responses to these issues are important to his reelection, as well as to the way he is remembered in history.

According to the Constitution, a person who wants to be President must meet only three requirements. He or she must have been born in the United States, must have lived in the United States for at least fourteen years, and must be over the age of thirty-five. With this short list of requirements, America's Presidents have come from many different backgrounds and have had many different experiences. Some Presidents, such as Andrew Johnson, had little schooling and were self-taught. Others, like Woodrow Wilson, held a doctorate from Johns Hopkins University. Some Presidents came from socially prestigious backgrounds, such as Theodore and Franklin Roosevelt, or from wealthy families, such as John F. Kennedy. Others, including Abraham Lincoln and Dwight Eisenhower, had humble beginnings.

Job experience before being elected President has varied greatly. Although many Presidents were lawyers, Andrew Johnson began his professional life as a tailor, and Ronald Reagan was a movie actor for many years. While Herbert Hoover was a mining engineer, Harry Truman once ran a men's clothing business, and Woodrow Wilson was president of Princeton University. The résumés of many Presidents include some military service, but the leadership of George Washington, William Henry Harrison, Zachary Taylor, Ulysses S. Grant, and Dwight D. Eisenhower on the battlefield made them prime candidates for President. Of course, many Presidents had careers in politics as well. Both William McKinley and Rutherford B. Hayes served in the House of Representatives and as governor of Ohio prior to their presidencies; Martin Van Buren served as governor of New York and Vice President before being elected President.

Many people have wanted the job of President, but only forty-two have held the office. Completing the activities in this guide and touring the exhibition will help you recognize and gain an understanding of those who have been President and the role of the presidency in shaping this country.
Student Introductory Reading Material

Presidential Portraits

One of the traditions of being President is having a portrait made. The National Portrait Gallery in Washington, D.C., has at least one portrait of every American President. These likenesses are in different mediums, such as paintings, sculpture, drawings, prints, and photographs. This exhibition provides a visual record of the men who have held the highest political office in the country.

Some presidential portraits were created before the sitters were elected President; others were painted during their presidency; and still others were created after they left office. Sometimes the artist had only a short time with the President: Peter Hurd spent only fifty minutes with Lyndon Johnson during two sittings. On the other hand, Greta Kempton painted five portraits of Harry Truman and had five sessions with him just for the first portrait. The artists of the two group portraits, William Garl Brown (Zachary Taylor at Walnut Springs) and Ole Peter Hansen Balling (Grant and His Generals), both traveled in the war zone to sketch and paint their subjects. Another artist, George P. A. Healy, painted portraits of several Presidents, including Martin Van Buren, John Tyler, and James K. Polk. Artists who were unable to meet with the President in person relied on other portraits to create their likenesses. Although most of the works in this exhibition are finished portraits, some were made as studies for a final work. One of these is Douglas Chandor’s portrait of Franklin Delano Roosevelt, which, although unfinished, gives the viewer a good image of the President.

For many years, a presidential portrait was the only way in which people could know what their Presidents looked like. Their expressions in these portraits may be serious, warm, somber, or happy. Important information can be gathered just from looking at portraits. Beyond what the sitters looked like and what they wore at the time the portrait was created, portraits provide clues to the person through the objects in the background. You can see the differences and similarities when there are multiple portraits of one President in the exhibition. Combining what you see with research and study will give you a deeper understanding of those people who have been President.
Name That President!

Objective:
• To list as many Presidents as possible and organize the list in chronological order

Related standards in historical thinking:
• Historical comprehension
• Chronological thinking

All levels

Note to teachers: This activity is designed as an introductory activity to allow you to gain an understanding of the students’ general knowledge about the Presidents. It is not expected that the students will be able to name all of the Presidents or be able to put them in chronological order. Save the list. Repeat this activity after the students have visited the exhibition, and compare the lists for the increase in knowledge.

Materials:
• Chalk, chalkboard, paper, pencils

Procedures:
1. Ask the students as a group to:
   a. Name the current President
   b. Name the most recent past President
   c. Guess how many individuals have been President

2. Students should list as many Presidents as they can. Write the names on the chalkboard, and count the names. How many do they have left to learn? Explain that through the course of this study they will become familiar with the many different people who have been President.

3. Have the group try to organize the names of the Presidents in chronological order on the chalkboard. If the students have trouble, they should list the Presidents they know in the proper order and then try to fill in the others. Have them think about historical events that will help them place the Presidents in their correct time periods. Discuss the results.
Help Wanted: In Search of a President

Objectives:
• To write a job description for the position of President of the United States
• To summarize the ideal characteristics of a President

Related standards in historical thinking:
• Historical analysis and interpretation
• Historical issues analysis and decision-making
• Historical comprehension

All levels

Materials:
• Chalkboard, chalk, paper, and pencils
• “Help Wanted” worksheet

Procedures:
1. Explain to the students that the Constitution has only three requirements for an individual to run for President:
   a. The individual must have been born in the United States.
   b. The individual must be thirty-five years old or older.
   c. The individual must have lived in the United States for at least fourteen years.

2. In a class discussion, ask students to respond to the following questions. Write their answers on the board or have the students take notes.
   a. What is the role of the President?
   b. What are the qualities that make a good President?
   c. What qualifications and skills should a President have?
   d. What are the issues in which a President should be well versed or knowledgeable?

3. Following the discussions and list-making, have students, either individually or working together in small groups, finish writing a “Help Wanted” ad—including a job description—for the position of President of the United States. Job descriptions should be concise but should reflect information gleaned from the discussion.

4. Students present their “Help Wanted” ad and job description to the class. If students are working in small groups, each group should select a spokesperson.

5. Follow-up discussion:
   a. Can you think of any Presidents who have possessed the qualities that have been discussed? Name them.
   b. How might the qualifications for today’s President differ from the qualifications of an eighteenth-, nineteenth-, and twentieth-century President?
   c. What issues confront a President today that did not confront a President two hundred years ago? What issues confronted a President two hundred years ago that would not confront a President today?
   d. Is there anyone in this class who might like to be President one day? Why or why not?
Student Worksheet

Finish writing this “Help Wanted” ad.

Help Wanted

In search of a qualified individual to be President of the United States. Long hours. Opportunity to meet many people. Should enjoy travel. Housing included. Must commit to four years. If successful, may continue for four additional years.
The Road to the Presidency: Career Paths

Objectives:
• To create a chart that illustrates trends in the career paths of the Presidents
• To list similarities and differences in careers among the Presidents

Related standards in historical thinking:
• Chronological thinking
• Historical comprehension
• Historical analysis and interpretation
• Historical research capabilities

All levels

Materials:
• “Presidential Chronologies”
• Additional biographical material in the library or on the Internet. See the “For Further Research” section of this guide for sources.
• Career chart sample

Procedures:
1. Brainstorm with students about the kinds of prior job experiences an individual might need to be President, such as business, farming, military, law, or diplomacy. Students should try to think about these jobs in historical terms, as well as in contemporary terms. Ask the students to think about differences and similarities of prior job experience between Presidents in the nineteenth century and Presidents in the twentieth and twenty-first centuries. Write the ideas on the board.

2. Students should review the “Presidential Chronologies” document, “The President and the Presidency” introductory reading material, and other sources to learn about the Presidents’ prior job experiences. What are the career path trends?

3. Have students, using the sample worksheet, fill in the different jobs that Presidents have held across the top. They should list the Presidents who held those jobs in the spaces below.

4. Create a chart that demonstrates Presidents’ prior job experience. Use the following two pages as sample worksheets to create this chart.

5. Discuss the chart. Ask the students to draw conclusions about job experience and appropriate career paths to the presidency. Things to think about:
   a. What was the most frequently held job for individuals before being elected President?
   b. What was the most unusual job?
   c. Has prior job experience changed dramatically from George Washington to the current President?
### Sample Worksheet
The Road to the Presidency: Career Paths

<table>
<thead>
<tr>
<th>Secretary of State</th>
<th>Senator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Jefferson</td>
<td>William H. Harrison</td>
</tr>
<tr>
<td>James Madison</td>
<td>John Tyler</td>
</tr>
<tr>
<td>Presidents’ names</td>
<td>Job titles</td>
</tr>
<tr>
<td>------------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Road to the Presidency: The President as Military Hero

Objectives:
• To identify the Presidents whose military career and success in battle led to the presidency
• To analyze and discuss why the American people have often voted a military hero into office
• To match the President to the war in which he fought and for which he is best remembered

Related standards in historical thinking:
• Chronological thinking
• Historical comprehension
• Historical analysis and interpretation

Middle and upper levels

Materials:
• Books, biographies, encyclopedias, and Web sites on the presidency. See the “For Further Research” section of this guide for sources.
• “The Road to the Presidency: The President as Military Hero” worksheet

Procedures:
1. Hand out copies of “The Road to the Presidency: The President as Military Hero” worksheet.

2. Have the students complete the worksheet, and review their answers.

3. Discuss what makes a military leader qualified to be President.

4. Several of the military leaders who became President were reluctant candidates. Discuss with students ways in which a military hero can be convinced to run for President.

5. Discuss why the American people have elected military heroes to be President.

6. Ask: Do great war heroes make great Presidents? Have students explain their answers.
# Student Worksheet
## The Road to the Presidency: The President as Military Hero

Match the President to the war in which he served and for which he is best remembered:

<table>
<thead>
<tr>
<th>President</th>
<th>War</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zachary Taylor</td>
<td>American Revolution</td>
</tr>
<tr>
<td>Andrew Jackson</td>
<td>Civil War</td>
</tr>
<tr>
<td>George Washington</td>
<td>World War II</td>
</tr>
<tr>
<td>Dwight D. Eisenhower</td>
<td>War of 1812</td>
</tr>
<tr>
<td>Ulysses S. Grant</td>
<td>Mexican American War</td>
</tr>
</tbody>
</table>
Presidential Sweepstakes

Objectives:
• To introduce students to the electoral process
• To become familiar with some of the activities of a presidential election

Related standards in historical thinking:
• Historical comprehension
• Historical analysis and interpretation

Materials:
• Pencils, pens, and lined paper
• “Campaign Buttons” worksheet

Procedures:
1. Introductory discussion and questions for the class (During non-presidential election years you may use this activity as is or adapt it to local and state elections.):
   a. Explain that 2000 and 2004 are presidential election years.
   b. What happens during a presidential election year?
   c. Which is the most important office being decided during this election?
   d. Do individuals run for office by themselves, or do they need other people’s help?
   e. When candidates get help from other people to run in an election, often they work together in organizations called political parties. What are the major political parties?
   f. Throughout American history, political parties have had symbols; the rooster was, for a time, the symbol for the Democratic Party. What are the symbols for today’s major political parties?

2. Explain that your class will have its own presidential election. The students will make up the candidates and the issues.

3. Divide the class into two groups. Each group will be a political party.

4. Each group should:
   a. Create a name for their political party and choose a symbol and candidate. Do not choose a student to be the candidate. They should work together as a team to imagine and develop a political candidate.
   b. Decide on campaign issues as a group. They should then divide into committees to write a campaign speech that addresses the issues, make campaign buttons, and draw a campaign poster that includes a portrait of their candidate. If there is time and inclination, they should write a campaign song or cheer.
   c. Choose one student from each group and have him or her read the campaign speech. This person is a representative of the campaign, not the candidate.
   d. Hang posters and wear campaign buttons.
   e. Present the songs and cheers, if they have been written.
   f. Ask questions of the opposition party candidates based on the issues.
5. Hold a secret-ballot election. Remind students that they are voting for make-believe candidates and not for their classmates who read the speeches. Advise the students that they do not have to vote for the candidate whose party they worked with and that they should consider voting for the candidate with the best ideas. Remember, it is okay for students to vote along party lines; it happens in real life, too!

6. Tally the votes and announce the winner.

Suggested follow-up activities:
1. Discuss the candidates and the issues for this year’s election.

2. Create campaign posters for the real presidential nominees and send them to the candidates’ headquarters or to the National Portrait Gallery, Smithsonian Institution, Washington, DC 20560-0213.

3. Hold a debate on the issues of this election year.

4. Collect photographs, cartoons, and caricatures of the current candidates, or buttons, bumper stickers, posters, and other campaign memorabilia. Make a collage or a bulletin board display.

5. Study a historical campaign and debate its issues, then design posters for its candidates.
Campaign Buttons Worksheet
Presidential Sweepstakes

Photocopy or print enough to have a button for each student and adult.
Portraits as Biography

Objectives:
• To discuss one President in depth, talking about the highlights of his presidency and the role he played in history
• To verbally describe the portrait of the President

Related standards in historical thinking:
• Chronological thinking
• Historical comprehension
• Historical analysis and interpretation
• Historical research capabilities
• Historical issues analysis and decision-making

Middle and upper levels

Materials:
• Reproductions of the presidential portraits
• Biographical material in the library or on the Internet. See the “For Further Research” section of this guide for sources
• “Presidential Chronologies”
• “Portraits as Biography: A President in Depth” student worksheet
• “Portraits as Biography: Looking at Presidential Portraits” student worksheet

Procedures:
1. Assign at least one President to each student. Hand out the portrait for each President.

2. Have the students research their President or Presidents, then answer the questions on the “Portraits as Biography: A President in Depth” worksheet.

3. Have students look at the portrait of the President and answer the questions on the “Portraits as Biography: Looking at Presidential Portraits” worksheet.

4. Have each student choose one interesting, important, or fun fact about their President and report it to the class in a group discussion.
## Student Worksheet
### Portraits as Biography: A President in Depth

<table>
<thead>
<tr>
<th>President</th>
<th>Dates of presidency</th>
<th>Birthplace</th>
</tr>
</thead>
</table>

**Education (circle all that apply):**
- elementary school
- high school
- college
- advanced degree
- self-taught

1. Describe the President’s early background, including any events that shaped his decision to run for President.

2. What are his pre-presidency career highlights?

3. What were the major historical events of his presidency?

4. What do you think was this President’s strongest contribution to the country?
Student Worksheet
Portraits as Biography: A President in Depth

5. What were the biggest conflicts or controversies (if any) during his presidency?

6. How was or is this President remembered?

7. If you could meet this President, what three questions would you ask him?

8. The most interesting, important, or fun fact about this President is:
Student Worksheet  
Portraits as Biography: Looking at Presidential Portraits

President ____________________________

Dates of presidency _____________________

Date of portrait ________________________

Artist _________________________________

Medium (circle one):
painting       drawing       sculpture
photograph       print

1. In this portrait, President ____________
looks (circle all that apply)
serious          happy           sad            content
thoughtful         other________________

2. In this portrait, the President is
standing       sitting        can’t tell

3. Describe what he is wearing

4. Circle the word or words below that best
describe his demeanor (pose or manner):
relaxed       stiff          formal
informal       other_______________

5. In what direction is he looking?
at me, the viewer       to the left or right
                    off into the distance

6. What else, if anything, is depicted in the
portrait besides the person? What, if any-
ing- thing, do those objects tell you about this
President?

7. At what point in the President’s life was
this portrait created?
pre-presidency       during his presidency
                    post-presidency
Student Worksheet
Portraits as Biography: Looking at Presidential Portraits

8. Although you are looking at a reproduction, what do you think the portrait would feel like?
   smooth             rough             lumpy
   hard               other_____________

9. Is the palette (choice of colors) warm (reds) or cool (blues)?
   ____________________________________________
   ____________________________________________
   ____________________________________________

10. From what you know about this President, does this portrait accurately depict his personality or his accomplishments?
    ____________________________________________
    ____________________________________________
    ____________________________________________

11. If you were this President, what things or people would you like included in your portrait?
    ____________________________________________
    ____________________________________________
    ____________________________________________

12. If you were the President, would you be happy with this portrait? Why or why not?
    ____________________________________________
    ____________________________________________
    ____________________________________________

13. How do you think your impression of this portrait might change when you see the real thing?
    ____________________________________________
    ____________________________________________
    ____________________________________________

Smithsonian
National Portrait Gallery
Honoring Presidents: How Are They Remembered?

Objective:
• To identify and discuss ways in which the American people remember or pay tribute to their Presidents

Related standards in historical thinking:
• Historical comprehension
• Historical research capabilities
• Historical analysis and interpretation

All levels

Materials:
• Chalkboard, chalk, paper, pencils
• “Who’s on the Money” activity sheet

Procedures:
1. Ask the students to list as many ways as they can think of that the people of the United States honor the memory of their Presidents. Write their answers on the chalkboard.

2. Discuss the following ways in which Presidents are remembered.
   a. Monuments or memorials: The Washington Monument and the Jefferson, Lincoln, and FDR Memorials in Washington, D.C., are places where anyone can pay respect to these Presidents. Some of the other ways we can learn more about the Presidents include visiting parks, houses in which the Presidents lived, and libraries holding presidential papers. Ask the students: Has anyone visited one or more of these places? If so, describe the memorial or monument. What was your reaction to it? Is there a memorial or monument to a President in your city or town? Describe it, or if you have not been there, visit it.
   b. Schools: Many elementary, middle, and high schools across the country are named for Presidents. Have the students think of schools in their geographical area that are named for Presidents. They can also look up names of schools in their local telephone book, or go one step further and search the Internet for all the schools named for Presidents. Ask them: How many can you find? Which President has the highest number of schools named for him?
   c. Money: Have the students work on the “Who’s on the Money?” activity.
Presidential Birthplaces

Objectives:
- To identify at least one state in which a President was born and locate that state on a map
- To identify the states in which the greatest number of Presidents have been born
- To identify the states in which no Presidents have been born

Related standards in historical thinking:
- Chronological thinking
- Historical comprehension
- Historical research capabilities

All levels

Materials:
- Map of the United States (the larger the better)
- Pushpins
- “Presidential Timeline and Birthplaces”
- Paper for making small triangular flags
- Pencils or pens

Procedures:
1. Assign each student one or more Presidents. You may wish to have the students use the President or Presidents whom they are studying in previous activities.
2. Ask the students to identify the President’s birthplace. Have the students draw and cut out a small triangular flag and write the President’s name and the dates of his presidency on it. Attach the flag to the map with a pushpin.
3. After all the pushpins are attached to the map, ask the students to:
   a. Identify the state with the greatest number of presidential births.
   b. Name the Presidents and the dates of their presidencies. Do the dates of the presidencies follow any chronological pattern?
   c. Identify the states in which few and no Presidents were born.
   d. Discuss the political and historical significance of birthplace, time period, and the presidency (for older students).
4. Create a graph that shows how many Presidents came from each of the nineteen states in which Presidents were born.
## Presidential Timeline and Birthplaces

<table>
<thead>
<tr>
<th>President</th>
<th>Period</th>
<th>Birthplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington</td>
<td>(1789–1797)</td>
<td>Pope’s Creek, Virginia</td>
</tr>
<tr>
<td>John Adams</td>
<td>(1797–1801)</td>
<td>Braintree, Massachusetts</td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td>(1801–1809)</td>
<td>Shadwell, Virginia</td>
</tr>
<tr>
<td>James Madison</td>
<td>(1809–1817)</td>
<td>Port Conway, Virginia</td>
</tr>
<tr>
<td>James Monroe</td>
<td>(1817–1825)</td>
<td>Westmoreland County, Virginia</td>
</tr>
<tr>
<td>John Quincy Adams</td>
<td>(1825–1829)</td>
<td>Braintree, Massachusetts</td>
</tr>
<tr>
<td>Andrew Jackson</td>
<td>(1829–1837)</td>
<td>Waxhaw, South Carolina</td>
</tr>
<tr>
<td>Martin Van Buren</td>
<td>(1837–1841)</td>
<td>Kinderhook, New York</td>
</tr>
<tr>
<td>William Henry</td>
<td>(1841)</td>
<td>Charles City County, Virginia</td>
</tr>
<tr>
<td>John Tyler</td>
<td>(1841–1845)</td>
<td>Charles City County, Virginia</td>
</tr>
<tr>
<td>James K. Polk</td>
<td>(1845–1849)</td>
<td>Mecklenburg County, North Carolina</td>
</tr>
<tr>
<td>Zachary Taylor</td>
<td>(1849–1850)</td>
<td>Orange County, Virginia</td>
</tr>
<tr>
<td>Millard Fillmore</td>
<td>(1850–1853)</td>
<td>Cayuga County, New York</td>
</tr>
<tr>
<td>Franklin Pierce</td>
<td>(1853–1857)</td>
<td>Hillsborough, New Hampshire</td>
</tr>
<tr>
<td>James Buchanan</td>
<td>(1857–1861)</td>
<td>Cove Gap, Pennsylvania</td>
</tr>
<tr>
<td>Abraham Lincoln</td>
<td>(1861–1865)</td>
<td>Hardin County, Kentucky</td>
</tr>
<tr>
<td>Andrew Johnson</td>
<td>(1865–1869)</td>
<td>Raleigh, North Carolina</td>
</tr>
<tr>
<td>Ulysses S. Grant</td>
<td>(1869–1877)</td>
<td>Point Pleasant, Ohio</td>
</tr>
<tr>
<td>Rutherford B. Hayes</td>
<td>(1877–1881)</td>
<td>Delaware, Ohio</td>
</tr>
<tr>
<td>James A. Garfield</td>
<td>(1881)</td>
<td>Orange, Ohio</td>
</tr>
<tr>
<td>Chester A. Arthur</td>
<td>(1881–1885)</td>
<td>Fairfield, Vermont</td>
</tr>
<tr>
<td>Grover Cleveland</td>
<td>(1885–1889 and 1893–1897)</td>
<td>Caldwell, New Jersey</td>
</tr>
<tr>
<td>Benjamin Harrison</td>
<td>(1889–1893)</td>
<td>North Bend, Ohio</td>
</tr>
<tr>
<td>William McKinley</td>
<td>(1897–1901)</td>
<td>Niles, Ohio</td>
</tr>
</tbody>
</table>
## Presidential Timeline and Birthplaces

<table>
<thead>
<tr>
<th>President</th>
<th>Term</th>
<th>Birthplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Howard Taft</td>
<td>1909–1913</td>
<td>Cincinnati, Ohio</td>
</tr>
<tr>
<td>Woodrow Wilson</td>
<td>1913–1921</td>
<td>Staunton, Virginia</td>
</tr>
<tr>
<td>Warren G. Harding</td>
<td>1921–1923</td>
<td>Caledonia, Ohio</td>
</tr>
<tr>
<td>Calvin Coolidge</td>
<td>1923–1929</td>
<td>Plymouth, Vermont</td>
</tr>
<tr>
<td>Herbert Hoover</td>
<td>1929–1933</td>
<td>West Branch, Iowa</td>
</tr>
<tr>
<td>Franklin D. Roosevelt</td>
<td>1933–1945</td>
<td>Hyde Park, New York</td>
</tr>
<tr>
<td>Harry S. Truman</td>
<td>1945–1953</td>
<td>Lamar, Missouri</td>
</tr>
<tr>
<td>Dwight D. Eisenhower</td>
<td>1953–1961</td>
<td>Denison, Texas</td>
</tr>
<tr>
<td>Lyndon B. Johnson</td>
<td>1963–1969</td>
<td>Stonewall, Texas</td>
</tr>
<tr>
<td>Gerald R. Ford</td>
<td>1974–1977</td>
<td>Omaha, Nebraska</td>
</tr>
<tr>
<td>William J. Clinton</td>
<td>1993–2001</td>
<td>Hope, Arkansas</td>
</tr>
</tbody>
</table>
Presidential Pathways: A Board Game

Object of the game:
• To be the first person to reach the White House and serve as President

Contents:
• Game board
• “Road to the White House” cards
• “Hail to the Chief” cards
• “Tribute” cards

You will need:
• One die or spinner with up to four numbers
• Markers, such as bingo markers, small rocks, pennies, or dried beans

Game preparation:
• Put the game together by matching the four corners of the White House. Then cut out the image of the entire White House and glue it into place so that the board is connected.
• Cut out “Road to the White House,” “Hail to the Chief,” and “Tribute” cards. (Go one step further: Mount the game board and cards on a heavier board such as oaktag, foam core, or cardboard, and laminate with clear contact paper or a laminating machine.)
• Shuffle the cards and place them face down, in three separate piles, on the game board.

Number of players: 2–4

How to play:
Each player selects a time period and puts a marker at either “Path I: Road to the White House, 1789–1894” or “Path II: Road to the White House, 1894–2001.”

To see who goes first, roll die or spin spinner. The person who gets the highest number goes first. Move in a circle to the right.

To begin: Roll die or spin spinner to move. If you land on an open star (♦), pick up a “Road to the White House” card. Read the information out loud, and move your marker up or down the board accordingly. Put the card back on the bottom of the pile. If you land on a space with information, read it out loud, and move your marker up or down the board according to the instructions. Taking turns, continue to roll die or spin spinner until you reach the space marked “You’re Elected President!” Once you land in the White House, move across the board to the start of your presidency at “Hail to the Chief.” Continue rolling die or spinning spinner until you reach the end of your presidency. If you land on a dark star (★), pick up a “Hail to the Chief” card, read it out loud, and move your marker up or down the board as before. Put the card back on the bottom of the pile. Continue playing until you reach the end of your presidency. Choose a “Tribute” card to learn in what ways you will be remembered.
### Presidential Pathways: A Board Game

#### Cards

<table>
<thead>
<tr>
<th>Road to the White House</th>
<th>Road to the White House</th>
<th>Hail to the Chief</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have been elected</td>
<td>You win a plurality,</td>
<td>You fund expeditions</td>
</tr>
<tr>
<td>to the Senate.</td>
<td>but not a majority,</td>
<td>to explore uncharted</td>
</tr>
<tr>
<td></td>
<td>of electoral votes.</td>
<td>territory.</td>
</tr>
</tbody>
</table>
|                        |                        | Move ahead 1 space.
| Move ahead 1 space.    | House of Representatives elects|
|                        | your opponent.         | Move back 2 spaces.
|                        |                        |
| Road to the White House| Road to the White House| Hail to the Chief |
| You lead U.S. troops   | You gain the popular   | Your persuasive skills are|
| to victory.            | support of the people. | excellent, enabling you to|
|                        |                        | work well with Congress.|
|                        |                        | Move ahead 2 spaces.
|                        |                        | Move ahead 1 space.|
| Move ahead 3 spaces.   |                        | Move back 1 space.|
|                        |                        |
| Road to the White House| Road to the White House| Hail to the Chief |
| You decide to make the | You are a dynamic      | Your proposed taxes on foreign|
| law your profession.   | communicator.          | goods strain relations with allies.
|                        |                        | Move ahead 1 space.|
|                        |                        | Move back 1 space.|
| Move ahead 1 space.    |                        | Move back 1 space.|
|                        |                        |
| Road to the White House| Hail to the Chief      | Hail to the Chief |
| Your bid for a seat    | You successfully       | You send U.S. troops to support a|
| in the Senate fails.   | negotiate with         | foreign war, but the mission fails.|
|                        | your former political  | Move back 2 spaces.|
|                        | opponents.             | Move ahead 2 spaces.
|                        |                        | Move back 2 spaces.|
| Move back 1 space.     |                        | Move ahead 2 spaces.|
|                        |                        |
| Road to the White House| Hail to the Chief      | Hail to the Chief |
| An embarrassing event  | Your package of social  | Corruption in your|
| from your past is      | reforms is passed by   | administration is discovered.|
| revealed.              | both houses of         | Move ahead 1 space.|
|                        | Congress.              | Move back 2 spaces.|
|                        |                        | Move back 2 spaces.|
|                        |                        | Move ahead 1 space.|

———

Smithsonian

*National Portrait Gallery*
Presidential Pathways: A Board Game
Cards

Hail to the Chief
Your economic policies meet with great success.
Move ahead 2 spaces.

Hail to the Chief
You are elected to a second term by a landslide.
Move ahead 5 spaces.

Hail to the Chief
 Strikes break out, disrupting transportation across the country.
Move back 1 space.

Hail to the Chief
Inflation hits an all-time high. Unemployment soars. You lose your bid for a second term and are out of the game.
Pick a tribute card.

Hail to the Chief
Move ahead 3 spaces.

Tribute
Your portrait hangs in the Smithsonian's National Portrait Gallery. A monument is built to honor you in Washington, D.C. Thirty schools around the nation are named after you. Your childhood home is preserved.

Tribute
Your portrait hangs in the Smithsonian's National Portrait Gallery. Your own presidential library and museum opens. A scholarship fund for college is set up in your name. A new highway is named after you.

Tribute
Your portrait hangs in the Smithsonian's National Portrait Gallery. A national historic site commemorates your life. A monument is built for you in your hometown. A bridge is named after you in a major city.

Tribute
Presidential Pathways: A Board Game

Center
1789–1894

Born in a log cabin.

Born in Virginia.

Hail to the Chief—your presidency begins here!

Run for President. Move ahead 1 space.

First run for President unsuccessful. Move back 2 spaces.

Constitutional amendment ratified allowing an income tax. Stay here until next turn.

Constitutional amendment ratified enlarging voter groups. Move ahead 2 spaces.

Your cabinet members do good work. Economic good times forecast.

Acquire new territory for United States.

Vice presidential running mate proves weak. Stay here.

Constitutional amendment ratified. Move ahead 2 spaces.

Select a "Tribute" card to see how you will be remembered!
PRESIDENTIAL PATHWAYS

Receive a majority of electoral and popular votes! YOU'RE ELECTED!
Move to the White House.

Financial system in crisis; banks fail and unemployment rises.
Move back 2 spaces.

Support laws that conserve natural resources, including wilderness and wetlands.
Move ahead 1 space.

Compromise with squabbling states; war temporarily avoided.
Move ahead 1 space.

Tensions escalate between southern and northern states.
Move back 2 spaces.

Initiate domestic programs to help disadvantaged citizens.
Move ahead 1 space.

Elected governor of your home state.
Move ahead 1 space.

Begin political career; win seat as state legislator.
Move ahead 1 space.

Serve honorably in military.
Move ahead 1 space.

Embark on career in journalism.
Move ahead 1 space.

Business venture fails.
Move back 1 space.

President appoints you to cabinet position.
Move ahead 1 space.

Road to the White House
THE WHITE HOUSE
Receive a majority of the popular and electoral votes! YOU'RE ELECTED PRESIDENT! Move to the White House.

Study hard. Move ahead 1 space.

Fail at a business venture. Move back 1 space.

Military service ends successfully. Move ahead 1 space.

Elected to Congress. Move ahead 1 space.

President appoints you secretary of state. Move ahead 1 space.

 Receive party nomination. Move ahead 2 spaces.

Negotiate trade agreement with previously closed country. Move ahead 1 space.

War breaks out; U.S. troops committed to foreign war. Stay here until next turn.

Peace treaty ends war. Move ahead 2 spaces.

War breaks out in U.S. favor with gain of new territory; some opponents accuse you of imperialism. Stay here until next turn.

Negotiate trade agreement with previously closed country. Move ahead 1 space.

You're elected President! Move to the White House.

Study hard. Move ahead 1 space.

Fail at a business venture. Move back 1 space.

Military service ends successfully. Move ahead 1 space.

Elected to Congress. Move ahead 1 space.

President appoints you secretary of state. Move ahead 1 space.

Receive party nomination. Move ahead 2 spaces.

Negotiate trade agreement with previously closed country. Move ahead 1 space.

War breaks out; U.S. troops committed to foreign war. Stay here until next turn.

Peace treaty ends war. Move ahead 2 spaces.

War breaks out in U.S. favor with gain of new territory; some opponents accuse you of imperialism. Stay here until next turn.

Hail to the Chief.

THE WHITE HOUSE

THE WHITE HOUSE
Tension with other nations on the rise.
Move back 1 space.

Tariffs on imported goods rise.
Stay here until next turn.

Elected Vice President.
Move ahead 2 spaces.

Decision to run for President supported by influential friends.
Move ahead 1 space.

Born into a well-known political family.
Move ahead 2 spaces.

Receive advanced degree.
Move ahead 1 space.

Prepare peace agreement between warring nations; receive Nobel Peace Prize.
Move ahead 1 space.

Born in humble circumstances.
Move ahead 1 space.

Path II
Road to the White House
1894–2001

Tribute Cards

Select a "Tribute" card to see how you will be remembered!
Presidential Word Puzzle

Circle the names of the fifteen Presidents hidden in this word puzzle. They may be written forwards, backwards, or on the diagonal. Use the names at the bottom of the page to help you find the Presidents in the puzzle.

Q T V B A H I E P B S T J F
U L Y R B T N K A U R P E O
I I N O T G N I H S A W F S
T N A R G I U H P H E A F H
D C L E V E L A N D U S E O
Z O F G Y K U J O H N S R O
S L N P O L K E A B H C S V
T N E I H P I S H C O P O E
A A Y E F A M O R K K Y N R
F R W R U T R B I E L S O M
T T X C D E Y D M S T R O X
S H A E V R N P I Q U R B N
W U S J O H N S O N Y L A M
Z R D B F E T N A R G J I C

Lincoln Jefferson Polk Pierce
Washington Grant Taft Harding
Carter Johnson Bush Arthur
Jackson Hoover Cleveland
Who Am I?

Read the clues about the Presidents and answer the question “Who am I?”

1. I was the only President elected to four terms. *Who am I?*

2. I served as the general of the Continental army and was the first President of the United States. *Who am I?*

3. I was the only President to skip a term between my two presidencies. *Who am I?*

4. My portrait appears on the penny. *Who am I?*

5. The “teddy” bear was named for me. *Who am I?*

6. My father and I were the first father-son duo to each be elected President. *Who are we?*

7. When I was President, the British burned the city of Washington, including the White House. Luckily, my wife saved a very important portrait of George Washington. *Who am I? Who is my wife?*

8. At first I did not want to enter World War I. While President, I changed my mind, and the United States entered the war. I said, “The world must be made safe for democracy.” *Who am I?*

9. I became President when Franklin Delano Roosevelt died in office. I kept a sign on my desk that said, “The buck stops here.” *Who am I?*

10. I was in office for only one month when I got sick and died. Years later, in 1889, my grandson became President. *Who am I? Who is my grandson?*

11. I was the only person to become Vice President and President without being elected to either office. *Who am I?*
Who’s on the Money?

*Presidential portraits are all over United States currency! Identify the President featured on the following pieces of money.*

Penny

Nickel

Dime

Quarter

One-dollar bill

Five-dollar bill

Twenty-dollar bill

Fifty-dollar bill
Answers: Presidential Word Puzzle

Lincoln
Washington
Carter
Jackson
Jefferson
Grant
Johnson
Hoover
Polk
Taft
Bush
Cleveland
Pierce
Harding
Arthur

Smithsonian
National Portrait Gallery
Answers: Who Am I?

1. I was the only President elected to four terms. Who am I?
   Franklin D. Roosevelt

2. I served as the general of the Continental army and was the first President of the United States. Who am I?
   George Washington

3. I was the only President to skip a term between my two presidencies. Who am I?
   Grover Cleveland

4. My portrait appears on the penny. Who am I?
   Abraham Lincoln

5. The “teddy” bear was named for me. Who am I?
   Theodore Roosevelt

6. My father and I were the first father-son duo to each be elected President. Who are we?
   John Quincy Adams and John Adams

7. When I was President, the British burned the city of Washington, including the White House. Luckily, my wife saved a very important portrait of George Washington. Who am I?
   James Madison
   Who is my wife?
   Dolley Madison

8. At first I did not want to enter World War I. While President, I changed my mind and the United States entered the war. I said, “The world must be made safe for democracy.” Who am I?
   Woodrow Wilson

9. I became President when Franklin Delano Roosevelt died in office. I kept a sign on my desk that said, “The buck stops here.” Who am I?
   Harry Truman

10. I was in office for only one month when I died. Years later, in 1889, my grandson became President. Who am I?
    William Henry Harrison
    Who is my grandson?
    Benjamin Harrison

11. I was the only person to become Vice President and President without being elected to either office. Who am I?
    Gerald Ford
Answers: Who’s on the Money?

Penny:
Abraham Lincoln

Nickel:
Thomas Jefferson

Dime:
Franklin Delano Roosevelt

Quarter:
George Washington

One-dollar bill:
George Washington

Five-dollar bill:
Abraham Lincoln

Twenty-dollar bill:
Andrew Jackson

Fifty-dollar bill:
Ulysses S. Grant
### Presidential Chronologies


**George Washington 1732–1799**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1775</td>
<td>Became commander-in-chief of the Continental army</td>
</tr>
<tr>
<td>1787</td>
<td>Presided over federal Constitutional Convention</td>
</tr>
<tr>
<td>1789</td>
<td>Unanimously chosen first President</td>
</tr>
<tr>
<td>1792</td>
<td>Reelected President</td>
</tr>
<tr>
<td>1793</td>
<td>Issued proclamation of neutrality in war between France and England</td>
</tr>
<tr>
<td>1794</td>
<td>Suppressed Whiskey Rebellion by settlers who opposed Alexander Hamilton’s excise tax of 1791</td>
</tr>
<tr>
<td>1795</td>
<td>Upheld Jay Treaty between the U.S. and Britain to regulate commerce and navigation</td>
</tr>
<tr>
<td>1797</td>
<td>Gave farewell address</td>
</tr>
</tbody>
</table>

**Thomas Jefferson 1743–1826**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1776</td>
<td>Appointed to prepare Declaration of Independence</td>
</tr>
<tr>
<td>1785</td>
<td>Published <em>Notes on the State of Virginia</em></td>
</tr>
<tr>
<td>1790</td>
<td>Appointed secretary of state</td>
</tr>
<tr>
<td>1796</td>
<td>Elected Vice President</td>
</tr>
<tr>
<td>1801</td>
<td>Elected President by House of Representatives after electoral tie</td>
</tr>
<tr>
<td>1803</td>
<td>Initiated Lewis and Clark expedition; Louisiana Purchase transacted</td>
</tr>
<tr>
<td>1804</td>
<td>Reelected President</td>
</tr>
<tr>
<td>1807</td>
<td>Enacted embargo against British and French trade</td>
</tr>
<tr>
<td>1814</td>
<td>Drafted plan for University of Virginia</td>
</tr>
</tbody>
</table>

**John Adams 1735–1826**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1776</td>
<td>Appointed to committee to prepare Declaration of Independence</td>
</tr>
<tr>
<td>1783</td>
<td>With Benjamin Franklin and John Jay, negotiated Paris peace treaty with Great Britain</td>
</tr>
<tr>
<td>1785</td>
<td>Appointed first American minister to the Court of St. James’s</td>
</tr>
<tr>
<td>1789</td>
<td>Elected Vice President</td>
</tr>
<tr>
<td>1792</td>
<td>Reelected Vice President</td>
</tr>
<tr>
<td>1796</td>
<td>Elected President</td>
</tr>
<tr>
<td>1798</td>
<td>Signed Alien and Sedition Acts</td>
</tr>
</tbody>
</table>

**James Madison 1751–1836**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1787</td>
<td>Served as leading advocate for Constitution at federal convention</td>
</tr>
<tr>
<td>1789</td>
<td>Sponsored Bill of Rights in House of Representatives</td>
</tr>
<tr>
<td>1801</td>
<td>Appointed secretary of state</td>
</tr>
<tr>
<td>1808</td>
<td>Elected President</td>
</tr>
<tr>
<td>1812</td>
<td>Signed declaration of war against Britain; reelected President</td>
</tr>
</tbody>
</table>

**James Monroe 1758–1831**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1798</td>
<td>Elected governor of Virginia</td>
</tr>
<tr>
<td>1811</td>
<td>Appointed secretary of state</td>
</tr>
<tr>
<td>1816</td>
<td>Elected President</td>
</tr>
<tr>
<td>1820</td>
<td>Reelected President, without opposing candidate</td>
</tr>
<tr>
<td>1823</td>
<td>Read Monroe Doctrine message to Congress</td>
</tr>
</tbody>
</table>
## Presidential Chronologies

### John Quincy Adams 1767–1848
- **1814** Served as peace commissioner at Ghent for negotiations ending War of 1812
- **1817** Appointed secretary of state
- **1824** Elected President
- **1830** Elected to House of Representatives
- **1841** Successfully defended slave mutineers of the ship *Amistad* before Supreme Court

### Andrew Jackson 1767–1845
- **1815** Defeated British at Battle of New Orleans
- **1821** Appointed first governor of Florida Territory
- **1824** Received plurality of electoral vote for presidency, but lost election in House of Representatives
- **1828** Elected President
- **1832** Vetoed bill to recharter Bank of the United States; reelected President; issued Nullification Proclamation to people of South Carolina upon their threat of secession from the Union

### Martin Van Buren 1782–1862
- **1828** Elected governor of New York
- **1829** Appointed secretary of state
- **1831** Appointed minister to Great Britain
- **1832** Elected Vice President
- **1836** Elected President
- **1837** Financial panic
- **1840** Signed Independent Treasury Act, making the federal government exclusively responsible for managing its own funds; renominated for presidency but lost

### William Henry Harrison 1773–1841
- **1801** Appointed governor of Indiana Territory
- **1811** Defeated Indians at Tippecanoe
- **1824** Elected to Senate
- **1840** Elected President
- **1841** Died in office

### John Tyler 1790–1862
- **1825** Elected governor of Virginia
- **1827** Elected to Senate
- **1840** Elected Vice President
- **1841** Became first Vice President to succeed a President who had died in office
- **1844** Negotiated treaty for annexation of Texas
Presidential Chronologies

James K. Polk 1795–1849
1835 Selected Speaker of the House of Representatives
1839 Elected governor of Tennessee
1844 Elected President
1846 Declared war against Mexico; concluded treaty with Great Britain establishing Oregon boundary on forty-ninth parallel
1848 Treaty of Guadeloupe–Hidalgo signed, ending Mexican American War

Franklin Pierce 1804–1869
1836 Elected to Senate
1847 Commissioned brigadier general in Mexican American War
1852 Elected President
1854 Signed Kansas-Nebraska Act, allowing Kansas and Nebraska residents to decide whether or not to permit slavery within their borders; signed Gadsden Purchase treaty allowing land purchase from Mexico for a railroad to the Pacific

Zachary Taylor 1784–1850
1832 Led forces in Black Hawk War
1846 Brevetted brigadier general for distinguished service in Mexican American War
1848 Elected President
1850 Congress passed measures constituting Compromise of 1850, which addressed North-South tensions over the extension of slavery; died in office

James Buchanan 1791–1868
1845 Appointed secretary of state
1856 Elected President
1857 Supreme Court handed down Dred Scott decision, making slavery legal in all United States territories
1861 Secession of South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas from the Union

Millard Fillmore 1800–1874
1832 Elected to House of Representatives
1848 Elected Vice President
1850 Succeeded Taylor as President; Fugitive Slave Law enacted, providing for the return of slaves brought to free states
1852 Sent Commodore Matthew C. Perry to open Japan to trade

Abraham Lincoln 1809–1865
1846 Elected to House of Representatives
1860 Elected President
1861 Civil War begins
1863 Issued Emancipation Proclamation; delivered Gettysburg Address
1864 Reelected President
1865 Assassinated shortly after the South surrendered
Presidential Chronologies

Andrew Johnson 1808–1875

- 1857 Elected to Senate
- 1862 Appointed military governor of Tennessee
- 1864 Elected Vice President
- 1865 Succeeded Lincoln as President
- 1867 Congress passed First, Second, and Third Reconstruction Acts—despite his veto—imposing harsh restrictions on the South
- 1868 Acquitted at impeachment trial before Senate

Ulysses S. Grant 1822–1885

- 1863 Named general of Union armies in the West
- 1864 Given supreme command of Union forces
- 1865 Received Robert E. Lee’s surrender at Appomattox, Virginia
- 1868 Elected President
- 1872 Signed Amnesty Act restoring civil rights to most southerners; reelected President
- 1873 Financial panic

Rutherford B. Hayes 1822–1893

- 1864 Elected to House of Representatives
- 1867 Elected governor of Ohio
- 1876 Elected President
- 1877 Ended military Reconstruction of South

James A. Garfield 1831–1881

- 1863 Promoted to major general of volunteers; resigned from army to take seat in House of Representatives
- 1880 Elected President
- 1881 Assassinated

Chester A. Arthur 1830–1886

- 1871 Appointed collector of port of New York
- 1880 Elected Vice President
- 1881 Succeeded Garfield as President
- 1883 Signed Pendleton Act, which provided foundation for reform of federal Civil Service

Grover Cleveland 1837–1908

- 1882 Elected governor of New York State
- 1884 Elected President
- 1887 Signed Interstate Commerce Act regulating surface transportation in interstate commerce
- 1892 Elected President
- 1893 Financial panic
- 1894 Dispatched federal troops to end Pullman strike, which had interrupted railroad service nationwide
Presidential Chronologies

Benjamin Harrison 1833–1901
1880 Elected to Senate
1888 Elected President
1889 Pan-American Conference established the International Union of American Republics
1890 Signed Sherman Anti-Trust Act and Sherman Silver Purchase Act

William Howard Taft 1857–1930
1901 Appointed governor-general of Philippine Islands
1904 Appointed secretary of war
1908 Elected President
1913 Sixteenth Amendment adopted, giving Congress power to collect income tax
1921 Appointed chief justice of the United States

William McKinley 1843–1901
1876 Elected to House of Representatives
1891 Elected governor of Ohio
1896 Elected President
1898 Declared war against Spain
1901 Assassinated

Woodrow Wilson 1856–1924
1902 Became president of Princeton University
1910 Elected governor of New Jersey
1912 Elected President
1913 Signed Federal Reserve Act to establish a more effective supervision of banking in the United States
1914 Federal Trade Commission established to keep business competition free and fair
1917 United States declared war against Germany and Austria-Hungary, beginning its involvement in World War I
1918 Outlined his “Fourteen Points” for peace to Congress; armistice signed
1919 Treaty of Versailles signed; Prohibition amendment ratified
1920 Women’s suffrage amendment ratified

Theodore Roosevelt 1858–1919
1895 Appointed police commissioner of New York City
1898 Organized “Rough Riders” cavalry regiment during the Spanish-American War
1900 Elected Vice President
1901 Succeeded McKinley as President
1904 Panama Canal zone acquired by the United States; elected President
1905 Russo-Japanese Peace Treaty signed
1912 Organized Progressive Party; defeated as its presidential candidate

Smithsonian National Portrait Gallery
Presidential Chronologies

Warren G. Harding 1865–1923
1914 Elected to Senate
1920 Elected President
1921 Signed first restrictive immigration act; opened Washington Conference on disarmament
1923 Died in office

Calvin Coolidge 1872–1933
1918 Elected governor of Massachusetts
1920 Elected Vice President
1923 Succeeded Harding as President; Teapot Dome oil scandal of Harding administration was revealed in Senate investigation
1924 Elected President

Herbert Hoover 1874–1964
1914 Chairman of American Relief Committee in London
1917 Appointed United States food administrator
1921 Appointed secretary of commerce
1928 Elected President
1929 Stock market collapse
1932 Establishment of Reconstruction Finance Corporation to help lessen effects of economic depression; defeated in reelection to presidency

Franklin Delano Roosevelt 1882–1945
1928 Elected governor of New York
1932 Elected President
1933 “Hundred Days” enactment of New Deal recovery measures; Prohibition amendment repealed
1935 Signed Social Security Act
1936 Reelected President
1940 Elected for an unprecedented third term as President
1944 Dumbarton Oaks Conference established United Nations; elected President for a fourth term
1945 Attended Yalta Conference; died in office

Harry S. Truman 1884–1972
1934 Elected to Senate
1944 Elected Vice President
1945 Succeeded Roosevelt as President; ordered first atomic bomb dropped on Hiroshima, Japan
1946 Atomic Energy Commission created
1948 Elected President
1949 North Atlantic Treaty Organization established, becoming the first peace-time military alliance ever entered into by the United States
1950 Ordered first American ground troops into Korea
Presidential Chronologies

Dwight D. Eisenhower 1890–1969
1943 Appointed supreme commander, Allied Expeditionary Force, during World War II
1950 Commander of North Atlantic Treaty Organization forces in Europe
1952 Elected President
1953 Korean War ended
1954 Supreme Court declared racial segregation in schools unconstitutional
1956 Reelected President
1958 National Aeronautics and Space Administration established; launching of first American satellite

John F. Kennedy 1917–1963
1943 Given command of PT-109; held rank of lieutenant in navy
1952 Elected to Senate
1955 Wrote Profiles in Courage (Pulitzer Prize, 1957)
1960 Elected President
1961 Created Peace Corps by executive order; Bay of Pigs invasion of Cuba; first United States manned space flight
1962 Cuban missile crisis
1963 Civil rights march on Washington, D.C.; assassinated

Lyndon B. Johnson 1908–1973
1948 Elected to Senate
1955 Chosen Senate majority leader
1960 Elected Vice President
1963 Succeeded Kennedy as President
1964 Signed Civil Rights Act; elected President; Gulf of Tonkin resolution passed, allowing greater involvement of United States in Southeast Asia war
1965 Watts riot took place over six days in Los Angeles
1968 Assassinations of Martin Luther King Jr. and Robert Kennedy

Richard M. Nixon 1913–1994
1950 Elected to Senate
1952 Elected Vice President
1956 Reelected Vice President
1961 Wrote Six Crises
1968 Elected President
1969 Began withdrawal of American troops from South Vietnam
1972 Watergate break-in; reelected President; made overture to People’s Republic of China to establish diplomatic relations
1973 Resignation of Vice President Spiro Agnew; Watergate hearings resulted in conviction of many White House aides
1974 Resigned from office
Presidential Chronologies

_Gerald R. Ford born 1913_

1948  Elected to House of Representatives
1965  Chosen House minority leader
1973  Appointed Vice President upon resignation of Spiro Agnew
1974  Became President upon resignation of Nixon; pardoned former President Nixon

_Jimmy Carter born 1924_

1970  Elected governor of Georgia
1976  Elected President
1978  Camp David summit meeting initiated peace settlement in Middle East; signed Civil Service Reform Act establishing management reforms; announced recognition of People’s Republic of China

_Ronald Reagan born 1911_

1966  Elected governor of California
1970  Reelected governor
1980  Elected President
1981  Americans released after being held hostage in Iran for 444 days; assassination attempt
1984  Reelected President
1987  Iran-Contra investigations take place regarding the sale of arms to Iran in exchange for help in freeing U.S. hostages in Lebanon
1989  Berlin Wall falls

_George Bush born 1924_

1966  Elected to House of Representatives
1968  Reelected to House of Representatives
1971  Named United States ambassador to the United Nations
1975  Became director of the Central Intelligence Agency
1980  Elected Vice President
1984  Reelected Vice President
1988  Elected President
1990  Persian Gulf War; dissolution of the Soviet Union
1992  North American Free Trade Agreement signed by Canada, Mexico, and the United States, creating a free-trade zone

_William Jefferson Clinton born 1946_

1976  Elected attorney general of Arkansas
1978  Elected governor of Arkansas
1980  Reelected governor of Arkansas for five consecutive terms
1994  Elected President; “Whitewater affair” investigations into Arkansas real-estate venture involving the Clintons
1998  Reelected President; acquitted at impeachment trial before Senate

_George W. Bush born 1946_

1968  Pilot in the Texas Air National Guard
1978  Republican nominee for U.S. Representative from Texas’s Nineteenth District
1987  Adviser and speechwriter for his father’s presidential campaign
1994  Elected governor of Texas
1998  Reelected governor of Texas
2000  Elected President
After Your Visit: Follow-up Activities

1. Create a portrait of each President. Depending on the size of your class, have students create a portrait of one or more Presidents. Students can refer to the portrait included in the resource guide or to portraits of the Presidents found in other sources. Use different portrait mediums if possible.

2. Create a timeline that includes the name and dates of each President, as well as a portrait. Use the students’ work if possible or the portraits from the resource guide. For fun, see if the students can place the Presidents in the right order.

3. Create a presidential portraits bulletin board using the portraits students have made or the portraits in the resource guide. Brainstorm with your students about ways, other than chronological, that the Presidents can be grouped. Think about other items that could be included in the bulletin board, such as newspaper headlines, political cartoons, banners, or political symbols.

4. Discuss the students’ impressions of the exhibition and the portraits. Did visiting the museum and looking at portraits give them a better understanding of Presidents and the presidency? If so, how? If not, why not? Did any portraits stand out from the others? Which ones and why?

5. Discuss why no woman or person of color has been President yet.
The following is a list of books written for students and Internet addresses on the American presidency. Students should also refer to encyclopedias and biographies of individual Presidents.

**Books**


**Internet**

http://www.npg.si.edu/ National Portrait Gallery, Smithsonian Institution

http://www.whitehouse.gov/ The White House

http://www.americanpresidents.org “American Presidents: Life Portraits”—a site to complement C-SPAN’s twentieth-anniversary television series


http://dir.yahoo.com/Arts/Humanities/History/U_S_History/People/Presidents/ Yahoo’s directory of sites related to Presidents and the presidency

http://www.pbs.org/wnet/amerpres/index01.html “The American President”—a companion to the PBS television series

http://www.americanpresident.org/home6.htm Another companion site to “The American President” series

http://4president.4anything.com/4/0,1001,5732,00.html “Presidents in History”
For Further Research: Resources, Outside Reading, and Web Sites

Internet

http://www.interlink-cafe.com/uspresidents/
“The American Presidency: Selected Resources”—an informal reference guide, including bibliographies, biographies, quotes, trivia, and other materials from the World Wide Web

http://www.ipl.org/ref/POTUS/
“The Internet Public Library: Presidents of the United States”—background information, election results, cabinet members, and points of interest about each of the Presidents, with links to biographies, historical documents, audio and video files, and other presidential sites

http://gi.grolier.com/presidents/preshome.html
“Grolier Online Presents the American Presidency: A Celebration of the History of the Nation’s Highest Elected Office”—grade-based encyclopedic links to topics on Presidents

Grolier Online’s direct link to an overview of the presidency

http://www.letsfindout.com/subjects/results.php3
“Let’s Find Out Knowledge Adventure”—allows searching on individual Presidents

http://metalab.unc.edu/lia/president/
“President: Linking America’s Past to Her Future”—an information service for historic sites, parks, and nonprofit organizations that preserve the history associated with America’s Presidents

http://www.nara.gov/nara/president/address.html
National Archives and Records Administration’s information about and links to presidential libraries

Exhibition Venues’ Internet Sites

http://bushlibrary.tamu.edu/
George Bush Presidential Library and Museum

http://www.trumanlibrary.org/
Harry S. Truman Library and Museum

http://www.ford.utexas.edu/
Gerald R. Ford Presidential Library and Museum

http://www.reagan.utexas.edu/
Ronald Reagan Presidential Library

http://www.brooksmuseum.org/
Memphis Brooks Museum of Art

http://nchistory.dcr.state.nc.us/
North Carolina Museum of History

Smithsonian
National Portrait Gallery
For Further Research: 
Resources, Outside Reading, and Web Sites

Exhibition Venues’ 
Internet Sites

http://www.vahistorical.org/ 
Virginia Historical Society: The Center for Virginia History

Note to teachers: If you know of other outstanding lesson plans, activities, or Web sites on the U.S. Presidents and the presidency, please forward them to buffl@npg.si.edu
Thank you for participating in the “Portraits of the Presidents from the National Portrait Gallery” education program. Once you have finished using the classroom materials and toured the exhibition, please take the time to fill out this evaluation and return it to:
Leni Buff, National Portrait Gallery,
Smithsonian Institution, Washington, D.C.
20560-0213 or buffl@npg.si.edu

Your responses will influence decisions about future educational materials developed by this department.

Grade level of your students

_________________________________________

Subject (e.g. art, U.S. history, etc.)

_________________________________________

The activities were relevant to your study of the Presidents and the presidency

yes___ somewhat___ no___

comments:

_________________________________________

_________________________________________

_________________________________________

_________________________________________

_________________________________________

The format of the materials was easy to use

yes____ somewhat___ no___

comments:

_________________________________________

_________________________________________

_________________________________________

_________________________________________

_________________________________________

The activities prepared your students for their tour of “Portraits of the Presidents from the National Portrait Gallery”

yes ___ somewhat ___ no ___

comments:

_________________________________________

_________________________________________

_________________________________________

_________________________________________

_________________________________________

Approximately how many class periods did you spend using the materials in the resource guide?

1  2  3  4  5  or more__________
Evaluation

Below is a list of materials that are included in the guide. Please check (✓) the ones you used and star (☆) those that you would use again.

Activities

- Name That President!
- Help Wanted: In Search of a President
- The Road to the Presidency: Career Paths
- The Road to the Presidency: The President as Military Hero
- Presidential Sweepstakes
- Portraits as Biography: A President in Depth
- Looking at Presidential Portraits
- Honoring Presidents: How Are They Remembered?
- Presidential Birthplaces

Games and Puzzles

- Presidential Pathways: A Board Game
- Presidential Word Puzzle
- Who Am I?
- Who’s on the Money

Supplemental Materials

- Student Introductory Reading Material
- Presidential Timeline and Birthplaces
- Presidential Chronologies
- After Your Visit: Follow-up Activities
- Reproductions of Presidential Portraits from the National Portrait Gallery
Reproductions of Presidential Portraits from the National Portrait Gallery

George Washington by Rembrandt Peale
Oil on canvas, 1795. Transfer from the National Gallery of Art; gift of Andrew W. Mellon, 1942

Thomas Jefferson by Mather Brown
Oil on canvas, 1786. Bequest of Charles Francis Adams

John Adams by John Trumbull
Oil on canvas, 1793

James Madison by Chester Harding
Oil on canvas, circa 1829/30
Reproductions of Presidential Portraits from the National Portrait Gallery

James Monroe by John Vanderlyn
Oil on canvas, 1816

Andrew Jackson by Ralph E. W. Earl
Oil on canvas, circa 1817. Transfer from the National Gallery of Art; gift of Andrew W. Mellon, 1942

John Quincy Adams by George Caleb Bingham
Oil on canvas, circa 1850 from an 1844 original

Martin Van Buren by George P. A. Healy
Oil on canvas, 1864, from 1857 and 1858 sittings. On loan from the White House, Washington, D.C.
Reproductions of Presidential Portraits from the National Portrait Gallery

William Henry Harrison by Albert Gallatin Hoit
Oil on canvas, 1840

John Tyler by George P. A. Healy
Oil on canvas, 1859. Transfer from the National Museum of American Art; gift of Charles H. Kellogg Jr.

James K. Polk by Miner Kellogg
Oil on canvas, 1848. On loan from the Cincinnati Art Museum, Ohio; gift of Charles H. Kellogg Jr.

Zachary Taylor attributed to James Reid Lambdin
Oil on canvas, 1848. Gift of Barry Bingham Sr.
Reproductions of Presidential Portraits from the National Portrait Gallery

Zachary Taylor at Walnut Springs by William Garl Brown Jr.
Oil on canvas, 1847

Millard Fillmore by an unidentified artist
Oil on canvas, circa 1840

Franklin Pierce by George P. A. Healy
Oil on canvas, 1853. Transfer from the National Gallery of Art; gift of Andrew W. Mellon, 1942
Reproductions of Presidential Portraits from the National Portrait Gallery

James Buchanan by George P. A. Healy
Oil on canvas, 1859, Transfer from the National Gallery of Art; gift of Andrew W. Mellon, 1942

Abraham Lincoln by George P. A. Healy
Oil on canvas, 1887, after 1868 original. Transfer from the National Gallery of Art; gift of Andrew W. Mellon, 1942

Abraham Lincoln by Alexander Gardner
Albumen silver print, 1865

Andrew Johnson by Washington Bogart Cooper
Oil on canvas, after 1866
Reproductions of Presidential Portraits from the National Portrait Gallery

Ulysses S. Grant by Thomas LeClear
Oil on canvas, circa 1880. Transfer from the National Museum of American Art; gift of Mrs. Ulysses S. Grant Jr., 1921

Rutherford B. Hayes by Olin Levi Warner
Plaster, 1876. Transfer from the National Museum of American Art; gift of Mrs. Carlyle Jones, 1874

Grant and His Generals by Ole Peter Hansen Balling
Oil on canvas, circa 1866. Transfer from the Library of Congress
Reproductions of Presidential Portraits from the National Portrait Gallery

James A. Garfield by Ole Peter Hansen Balling
Oil on canvas, 1881. Gift of the International Business Machines Corporation, 1962

Chester A. Arthur by Ole Peter Hansen Balling
Oil on canvas, 1881. Gift of Mrs. Harry Newton Blue

Grover Cleveland by Anders Zorn
Oil on canvas, 1899. Gift of the Reverend Thomas G. Cleveland

Benjamin Harrison by Theodore C. Steele
Oil on canvas, circa 1900. On loan from Harrison Residence Hall, Purdue University, West Lafayette, Indiana
Reproductions of Presidential Portraits from the National Portrait Gallery

William McKinley by Adolfo Muller-Ury
Oil on canvas, circa 1901

William Howard Taft by William Valentine Schevill
Oil on artist board, circa 1910. Gift of William E. Schevill

Woodrow Wilson by Edmund Tarbell
Oil on canvas, 1921. Transfer from the National Museum of American Art; gift of the city of New York through the National Art Commission, 1923

Theodore Roosevelt by Adrian Lamb, after Philip de Lászlo
Oil on canvas, 1967, after the 1908 oil. Gift of the Theodore Roosevelt Association
Reproductions of Presidential Portraits from the National Portrait Gallery

Warren G. Harding by Margaret Lindsay Williams
Oil on canvas, circa 1923

Herbert Hoover by Douglas Chandor
Oil on canvas, 1931

Calvin Coolidge by Joseph E. Burgess, after Ercole Cartotto
Oil on canvas, 1956, after a 1929 oil. Gift of the fraternity of Phi Gamma Delta

Franklin D. Roosevelt by Douglas Chandor
Oil on canvas, 1945
Reproductions of Presidential Portraits from the National Portrait Gallery

Harry S. Truman by Greta Kempton
Oil on canvas, begun in 1948, completed in 1970.
Gift of friends of Harry Truman

Dwight D. Eisenhower by Thomas E. Stephens
Oil on canvas, 1947. Transfer from the National Gallery of Art; gift of Ailsa Mellon Bruce, 1947

John F. Kennedy by Elaine de Kooning
Oil on canvas, 1963.
©Elaine de Kooning Trust
Reproductions of Presidential Portraits from the National Portrait Gallery

Lyndon B. Johnson by Peter Hurd
Tempera on panel, 1967. Gift of the artist

Gerald R. Ford by Everett Raymond Kinstler

Richard M. Nixon by Norman Rockwell
Oil on canvas, 1968. Donated to the people of the United States of America by the Richard Nixon Foundation
Reproductions of Presidential Portraits from the National Portrait Gallery

**Jimmy Carter by Robert Templeton**
Oil on canvas, 1980. Gift of the 1977 Inauguration Committee and Gallery purchase

**George Bush by Ronald Sherr**
Oil on canvas, 1995. Gift of Mr. and Mrs. Robert E. Krueger

**Ronald Reagan by Henry C. Casselli Jr**

**William J. Clinton by Chuck Close**
Giclée print on paper, 1996. ©Chuck Close; courtesy Pace/MacGill Gallery, New York