

TEACHER RESOURCE GUIDE

The Man in the Arena



School Matinee Performances

Presented by



TEACHER RESOURCE GUIDE

The Man in the Arena



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COMMUNITY ENGAGEMENT & EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Science (2018-2019) and Social Studies (2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's six resident companies: Cleveland Ballet, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!



Coming to the Theater

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Here are a few points to start the discussion:

- ◆ You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- ◆ Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, the performers can too.
- ◆ As you watch the performance, feel free to respond by laughing or applauding.
- ◆ Food, drink and gum are not permitted in the theater for school matinee performances.
- ◆ Photography and recording of performances are not permitted.
- ◆ Mobile phones and other devices that make noise or light up should be silenced and put away before the performance begins.
- ◆ When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- ◆ After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school group by bus number. Check around your seat to make sure you have all of your personal belongings before leaving.



ABOUT THE SHOW

The Man In The Arena is a celebration of the life of the 26th President of the United States, Theodore Roosevelt. Owen Wister, who knew him well, called him “the most American American who ever lived!” Theodore Roosevelt — “Teddy” to the world — was the face of America for three decades. Powerful, opinionated, intensely loyal, and devoted to the ideal of a just, honorable, and muscular America, he stood for high ideals, and never preached anything he didn’t practice.

Roosevelt has been energetically brought back to life by award winning actor Derek Evans in this 45-minute production, *Man in the Arena*. During the performance you will meet Bull Moose himself, one of the most exciting and charismatic personalities in all of history. This is a show that offers lessons in patriotism, self-reliance, family values, and the conservation of our great natural resources – and everything you ever wanted to know about the Teddy Bear!

About Derek Evans

Derek Evans is a professional actor and scholar who has spent a career of almost forty years engaged in educational presentations for schools, colleges, museums and libraries. He has conservatory training at the American Conservatory Theatre in San Francisco and at New York University and holds bachelors and masters degrees from Northwestern University. He is a veteran of over forty stage productions in New York, Philadelphia, Chicago and San Francisco.

In addition to his legitimate theatre career, from 1969 to 1988 he wrote, produced and performed in educational programs in association with Chicago’s Urban Gateways. These totaled almost seven thousand performances for more than two million students over a period of twenty years and included Shakespeare, opera and American and British literary adaptations. Since 1995 he has concentrated on living history presentations on Theodore Roosevelt, which have now totaled over five hundred performances.



He is a member of the Chicago History Museum and sits on the board of the Theodore Roosevelt Association, Chicago Chapter. He maintains a professional reference library of over four hundred volumes with emphasis on Theodore Roosevelt and, more generally, on 19th and early 20th Century American history. These include the complete published works of Theodore Roosevelt as well as Roosevelt’s presidential and gubernatorial papers and correspondence. He also maintains access to original source materials through the archives of Northwestern University, the Houghton Library at Harvard University, the Theodore Roosevelt Association, Dickenson State College, the Chicago History Museum and the Newberry Library.

About Theodore Roosevelt

Regarded as one of the top five presidents of the United States, Theodore Roosevelt’s larger than life personae has endured throughout the ages. Though he lives in our memories as a giant of patriotism, brute strength and political charisma, the 26th President of the United States had a difficult start in life. Born on October 27, 1858, in Manhattan, young Theodore suffered from many health

issues as a child including severe asthma. Nevertheless, he was energetic, determined and mischievously inquisitive and with regular exercise and calisthenics, he was able to largely overcome his physical shortcomings.

Theodore went on to graduate magna cum laude from Harvard University, serve on the board of the New York City Police Commission, be named the Assistant Secretary of the Navy, form the first ever US Volunteer Cavalry Regiment during the Spanish-American War (known as the Rough Riders), become the governor of New York, the Vice President of the United States and, most notably, the President of the United States. As president he championed the “square deal” which monitored large corporations to avoid corruption and monopolies, and also protected the

consumer. He made conservation a top priority during his presidency and is credited with establishing many national parks, forests and monuments. His success in brokering the end of the Russo-Japanese War won him the 1906 Nobel Peace Prize. He is single handedly responsible for the building of the Panama Canal. And he is credited with shaping the national political system to what it is today – by permanently placing the presidency center stage, and making character as important as the issues, he is considered the architect of the modern presidency.

The legacy he leaves is nearly as big as his personae. His courage, his honesty, his character, his energy and his profound vision for America are beacons shining through the ages.



PRE-SHOW ACTIVITIES

Teddy Bear

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

CCR.RI.5.2b, CCR.RI.6.2b, CCR.RI.7.2b, CCR.RI.8.2b, and CCR.RI.9-10.2b

Many students may not be aware that teddy bears are named after President Theodore Roosevelt. Assign students to partners and have them discuss how they think stuffed bears got the name Teddy Bear. After students have had time to discuss with each other, make a list of answers on the board. Next, hand your students a copy of the cartoon on the following page, or project the cartoon on the board. With their partners, have them discuss what this cartoon is depicting. Ask the following questions to help promote a rich discussion.

- ◆ Who do you think the people in the picture are?
- ◆ Why do you think one person is holding onto a bear with a leash?
- ◆ Why do you think the other person is holding a gun but looking away from the bear?
- ◆ Why do you think that person is holding his hand up in a “stop” position?
- ◆ What do you think the phrase “Drawing the line in Mississippi” means?

After discussing the cartoon, hand a copy of *The Real Teddy Bear Story* (see page 9) to each student. They will read the passage, and then as a group, they will revisit the questions that they just answered. How are their answers different after reading the passage? How does the

illustration support the written passage? After providing them with time to discuss with their partners, bring the class together to share their responses. To close the activity, have students individually respond to the following two writing prompts.

- ◆ What does this story tell us about Teddy Roosevelt as a person and a leader?
- ◆ How did toy bears come to be named after President Theodore Roosevelt?





THE REAL TEDDY BEAR STORY

It all started with a hunting trip President Roosevelt took in 1902 in Mississippi at the invitation of Mississippi Governor, Andrew H. Longino. After three days of hunting, other members of the party had spotted bears, but not Roosevelt.

Now what? The President's bear hunt would be a failure! The next day, the hunt guides tracked down an old black bear that the dogs had trailed quite a distance and attacked. The guides tied the bear to a willow tree and called for the President. Here was a bear for him to shoot!

But Roosevelt took one look at the old bear and refused to shoot it. He felt doing so would be unsportsmanlike. However, since it was injured and suffering, Roosevelt ordered that the bear be put down to end its pain. Word of this hit newspapers across the country, and political cartoonist Clifford Berryman picked up on the story, drawing a cartoon showing how President Roosevelt refused to shoot the bear while hunting in Mississippi.

The original cartoon, which ran in the *Washington Post* on November 16, 1902, shows Roosevelt standing in front. The guide and bear are in the background, and they're about the same size. Later, similar cartoons appeared, but the bear was smaller and shaking with fear. This bear cub then appeared in other cartoons Clifford Berryman drew throughout Roosevelt's career. That connected bears with President Roosevelt.

The Teddy Bear tie came when a Brooklyn, NY candy shop owner, Morris Michtom, saw Clifford Berryman's original cartoon of Roosevelt and the bear and had an idea. He put in his shop window two stuffed toy bears his wife had made. Michtom asked permission from President Roosevelt to call these toy bears "Teddy's bears". The rapid popularity of these bears led Michtom to mass-produce them, eventually forming the Ideal Novelty and Toy Company.



At about the same time, a Germany company, Steiff, started making stuffed bears. Margaret Steiff earned her living by sewing, first by making stuffed elephants, then other animals. In 1903, an American saw a stuffed bear she had made and ordered many of them. These bears, which also came to be called Teddy Bears, made the international connection.

More than a century later, teddy bears have never lost popularity, and all can be traced to that one hunting trip in Mississippi.

Excerpt and photo taken from The Theodore Roosevelt Association

The Life of Theodore Roosevelt

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

History: Historical Thinking & Skills 5.1

History: Historical Thinking & Skills 6.1

Before students visit Playhouse Square for *The Man in the Arena*, have them read the book *Bully for You, Teddy Roosevelt! (Unforgettable Americans)* by Jean Fritz and Michael Wimmer (see resource page). As they read the book, they will want to keep track of the important events of Theodore Roosevelt's life. They can use the graphic organizer on the next page to help them keep track of the events.

Once they have finished the book, they will use the information they gathered in their graphic organizer to create a timeline highlighting the events in Theodore Roosevelt's life – like the one below. Timelines should include the date, a description of the event and an illustration. With this activity, students will develop background knowledge that will be helpful for them as they watch the show.

Timeline Example

				Date
				Illustration
				Description

Rough Riders

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
CCR.RI.7.2b, CCR.RI.8.2b, and CCR.RI.9-10.2b

Before Theodore Roosevelt became the 26th President of the United States, and even before he became governor of the state of New York, he served as Assistant Secretary of the Navy. During the Spanish American War, he resigned from this position and formed the first US volunteer cavalry regiment, which became known as the “Rough Riders.”

To introduce your students to this portion of Roosevelt's life, show them the music video *Rough Riders – Teddy's the One* (see resource page for link). The video contains political cartoons* from Theodore Roosevelt's time, as well as other illustrations. As they watch the video, they should try to determine who the Rough Riders were and what they were trying to accomplish. After discussing the video, hand students the article *Teddy Roosevelt and the Rough Riders* to read (found on the following page). When they are done reading, have them answer the following questions.

- ◆ Who are the Rough Riders?
- ◆ Why do you think it was necessary to have such a diverse group of people in the Rough Riders? Despite their differences, what did they have in common?
- ◆ What was Theodore Roosevelt's role in the Rough Riders?
- ◆ What was Theodore Roosevelt's “great moment?”
- ◆ Why do you think Theodore Roosevelt's actions, along with the Rough Riders, helped him to become president?

*Warning, one political cartoon does contain a swear word (referring to a donkey) (2:23-2:24). You can hide this word for younger children.



TEDDY ROOSEVELT AND THE ROUGH RIDERS

The regiment, consisting of over 1,250 men, from all over the United States was mainly composed of cowboys, First Americans, Ivy League athletes and aristocratic sportsmen from the East. They could ride and shoot and were in shape, and thus could be ready for war with little training. The regiment was assembled at San Antonio, Texas, in May, and shipped out to Cuba from Tampa, Florida-minus the horses-on June 14, 1898.

The Rough Riders landed at Daiquiri, Cuba, on June 22, and saw their first action in the Battle of Las Guasimas on June 24. The Rough Riders were part of the large American force that assembled for the assault on the Spanish fortifications protecting the city of Santiago. On the night of June 30, the eve of the big battle, Colonel Leonard Wood was promoted in the field to Brigadier General and Theodore Roosevelt was made Colonel of the Rough Riders.

On July 1, 1898, Theodore Roosevelt, on horseback, led the Rough Riders and elements of the Ninth and Tenth Regiments of regulars, African-American “buffalo soldiers,” and other units up Kettle Hill. After that hill was captured, Roosevelt, now on foot, led a second charge up

the San Juan Heights. This was what Roosevelt called his “crowded hour,” his great moment.

After the capture of San Juan Heights, overlooking Santiago, the city surrendered, and the war was virtually over. The toll from tropical diseases soon became worse than the losses in battle, and Roosevelt and other officers called for the American troops to be brought home quickly in order to save lives. The Rough Riders were shipped to Montauk, at the end of Long Island, and there the much-publicized and celebrated regiment was mustered out on September 16, 1898, after 137 days of service in the Army.

Virgil Carrington Jones, in his book *Roosevelt's Rough Riders* (1971), writes of Roosevelt's regiment: “In the period of about four and a half months that they were together, 37 percent of those who got to Cuba were casualties. Better than one out of every three were killed, wounded, or stricken by disease. It was the highest casualty rate of any American unit that took part in the Spanish-American War campaign.”

Except adapted from Theodore Roosevelt Association





POST-SHOW ACTIVITIES



The Badlands

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Geography: Places and Regions 5.6
Geography: Places and Regions 6.5
7.LS.2

Despite growing up in New York City and living there during his adult years, Theodore Roosevelt loved the Dakotas. He went there to find solitude after the deaths of his mother and first wife. The two locations could not be more different from each other. Have students explore the differences between these two places.

Students will create a mural comparing the two locations. Fifth and sixth grade students will focus on including these characteristics in their murals for New York City and the Badlands:

- ◆ Landforms
- ◆ Climate
- ◆ Population
- ◆ Cultural and economic characteristics

They should also include a map showing where each place is in relationship to one another.

Seventh grade students will focus on the different biomes. Even though New York City is one of the most populated cities in the world, it still belongs to a biome. Its biome is the temperate deciduous forest. The Badlands, on the other hand, belong to the prairies and grasslands biome.

They may also want to include the human impact on each of these biomes and how plants and animals interact with humans.

Students will want to make sure that they include the following abiotic factors:

- ◆ Sunlight
- ◆ Temperature
- ◆ Moisture
- ◆ Atmospheric gases
- ◆ Soil type

As well as the following biotic factors:

- ◆ Plants
- ◆ Animals
- ◆ Fungi
- ◆ Algae
- ◆ Bacteria

The video *Abiotic and Biotic Factors* (see resource page for link) provides a short, concise overview of abiotic and biotic factors.

The Badlands National Park website is a good starting point for students to learn more about the climate, plants, animals and ecosystem (see resource page).

After completing their murals, students can respond to this writing prompt:

Why do you think Theodore Roosevelt enjoyed the Dakotas (Badlands) and tried to visit whenever he could?

Theodore Roosevelt and the Panama Canal

The Ohio Learning Standard below is addressed in the following Post-Show Activity:
American History: Industrialization and Progressivism.8

The Panama Canal was an important legacy for Theodore Roosevelt. This lesson will introduce students to the Panama Canal.

Start the lesson by discussing what life was like in the early 1900's. The west was growing and there was a real need to transport goods from the west coast to the east coast. Airplanes did not exist, and semi-trucks weren't commonly used until 1923. Traveling from one coast to the other was long and dangerous. People wanted and needed to make travel safer, faster and easier. Look at a topographical map and ask students what might make transportation difficult during this time period.

Then, ask students if they know what a canal is. Some students might be familiar with the Ohio and Erie Canals. Explain that canals were a new technology during the late 1800s and early 1900s. Show students the one-minute video *How Canals Work* (see resource page for link).

Next, have students look at a map to see if they can pick a

potential site for a canal to make trade from the west coast to the east coast easier. Have them explain their reasoning for the location that they selected. Show students where the Panama Canal is located and tell them that this is the site where the United States decided to build a canal.

Next, have students read the book *Panama Canal History for Kids – Architecture, Purpose & Design | Timelines of History for Kids* (see resource page). As they read the book, they will want to pay attention to the key events and record them in the graphic organizer on the following page.

Students will then use the information they gathered in their graphic organizer to create a storyboard showing the history of the Panama Canal. Explain that a storyboard shows a series of illustrations in chronological order for the purpose of pre-visualizing a movie or animation. In other words, a storyboard is the “pre-writing” that takes place before the script for a movie or animation is written. For each illustration, a caption should be included.

Scene:	Scene:	Scene:	
			Illustration
			Caption

Students will need to look at the events in their graphic organizer and select the events that they think would make good scenes in a movie about the Panama Canal. Students will not create the movie, they will only create the storyboard.



Event	Description



Theodore Roosevelt: The Conservation President

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

CCR.SL.8.4, CCR.SL.8.5, CCR.SL.9-10.4, and CCR.SL.9-10.5 (video)

OR

CCR.W.5.2, CCR.W.6.2, CCR.W.7.2, CCR.W.8.2 and CCR.W.9-10.2 (brochure)

One of the things that Theodore Roosevelt is most known for is his conservation of America's natural landscapes. During his time in office, he doubled the size of the National Park Service. This activity will help your students become acquainted with the National Park Service and the role that Theodore Roosevelt played in its expansion.

Introduce the lesson by asking students if they are familiar with the National Park Service. Then show them the video clip *America's National Parks* (see resource page for link). This clip is five minutes long and it provides a great

overview of the National Park Service. It explains that the National Park Service preserves our history and the great landscapes that are unique to the United States. Explain that Theodore Roosevelt was instrumental in helping to develop the National Park Service.

Next, have students read the excerpt *The Conservationist*, found on the following page.

Discuss with students why Theodore Roosevelt was so passionate about protecting America's lands.



THE CONSERVATIONIST

As a boy, Theodore Roosevelt wanted to be a naturalist, a scientist who revels in and examines nature. As an adult, the president never forgot his childhood dream, and preserved vast regions of the U.S. for future generations of Americans.

As a young man in the Dakota Territory, Roosevelt saw firsthand how human activities could harm the environment. Completion of the Transcontinental Railroad in 1869 had pushed civilization westward, and rail lines and the towns that build up around them cut gashes through the pristine grazing lands of the buffalo or bison. Buffalo were being killed on a vast scale for their highly valued hides, and the trains made it easy to transport the hides to market. In just two decades, the great bison that once had thundered across the plains were driven nearly to extinction, with just small bands roaming in areas where great herds used to darken the prairie as far as the eye could see. By the time Roosevelt wrote about them in 1893, fewer than 500 wild buffalo existed, and no herd of more than 100 had been seen since 1884.

Roosevelt, an avid adventurer and lover of nature, dedicated himself to protecting both wildlife and natural resources. He recognized that without dramatic action, the rich natural resources and incomparable landscapes of our country would disappear as quickly as the buffalo, leaving future generations without a legacy of natural splendors. As president, Roosevelt provided federal protection for almost 230 million acres of land, an area equivalent to the entire Eastern Seaboard from Maine to Florida. He set aside 150 national forests, the first 51 federal bird reservations, five national parks, the first 18 national monuments, the first four national game preserves and the first 24 reclamation, or federal irrigation, projects, designations that were bitterly opposed by commercial interests. Roosevelt also appointed as the first Chief of the U.S. Forest Service the visionary Gifford Pinchot, who shared his philosophy of natural resource conservation through sustainable use, and he convened four study commissions on conservation

for policymakers and leading authorities to shape thought about the then-new field of conservation.

These comments by Roosevelt, delivered on May 13, 1908 at the Conference on the Conservation of Natural Resources, reflected his visionary thinking about the need to preserve the natural world around us: “We have become great because of the lavish use of our resources and we have just reason to be proud of our growth. But the time has come to inquire seriously what will happen when our forests are gone, when the coal, the iron, the oil and the gas are exhausted, when the soils have been still further impoverished and washed into the streams, polluting the rivers, denuding the fields, and obstructing navigation. These questions do not relate only to the next century or to the next generation. It is time for us now as a nation to exercise the same reasonable foresight in dealing with our great natural resources that would be shown by any prudent man in conserving and widely using the property which contains the assurance of well-being for himself and his children.”

Excerpt from the Theodore Roosevelt Association



ACTIVITY:

Once students have watched the video and read the excerpt, they will choose to either create a promotional video or a brochure, highlighting one of the parks that Theodore Roosevelt established.

Students should choose one of the parks listed below. Regardless of whether they choose to make a promotional video or brochure, they should include the following information in their project:

- ◆ Images from the park
- ◆ Things to do within the park

- ◆ Basic park information such as location and fees, if applicable
- ◆ The wildlife found in the park
- ◆ A description of the climate and ecosystem of the park
- ◆ Why Theodore Roosevelt felt it was important to protect this park

If students choose to make a promotional video, it should be no longer than five (5) minutes. Remind students that they need to convey enthusiasm in their voices and the words that they choose as they “sell” this experience to their audience.

Name of Park Unit	Date Established	Today's Name	Link
Crater Lake National Park, Oregon	1902	Crater Lake National Park	https://www.nps.gov/crla/index.htm
Wind Cave National Park, South Dakota	1903	Wind Cave National Park	https://www.nps.gov/wica/index.htm
Mesa Verde National Park, Colorado	1906	Mesa Verde National Park	https://www.nps.gov/meve/index.htm
Devil's Tower, Wyoming	1906	Devil's Tower National Monument	https://www.nps.gov/deto/index.htm
El Moro, New Mexico	1906	El Moro National Monument	https://www.nps.gov/elmo/index.htm
Montezuma Castle, Arizona	1906	Montezuma Castle National Monument	https://www.nps.gov/moca/index.htm
Petrified Forest, Arizona	1906	Petrified Forest National Park	https://www.nps.gov/pefo/index.htm
Chaco Canyon, New Mexico	1907	Chaco Canyon National Historical Park	https://www.nps.gov/chcu/
Lassen Peak, California	1907	Lassen Volcanic National Park	https://www.nps.gov/lavo/index.htm
Gila Cliff Dwellings, New Mexico	1907	Gila Cliff Dwellings National Monument	https://www.nps.gov/gicl/index.htm
Tonto, Arizona	1907	Tonto National Monument	https://www.nps.gov/gicl/index.htm
Muir Woods	1908	Muir Woods National Monument	https://www.nps.gov/muwo/index.htm
Grand Canyon	1908	Grand Canyon National Park	https://www.nps.gov/grca/index.htm
Pinnacles, California	1908	Pinnacles National Park	https://www.nps.gov/pinn/index.htm
Jewel Cave, South Dakota	1908	Jewel Cave National Monument	https://www.nps.gov/jeca/index.htm
Natural Bridges, Utah	1908	Natural Bridges National Monument	https://www.nps.gov/nabr/
Tumacacori, Arizona	1908	Tumacacori National Historical Park	https://www.nps.gov/tuma/index.htm
Mount Olympus, Washington	1909	Olympic National Park	https://www.nps.gov/olym/index.htm

RESOURCES

READING

Bully for You, Teddy Roosevelt! (Unforgettable Americans)
by Jean Fritz and Michael Wimmer (Puffin Books, 1997)

Panama Canal History for Kids – Architecture, Purpose & Design | Timelines of History for Kids by Baby Professor
(Baby Professor, 2015)



WEB

Theodore Roosevelt Association
<https://theodoreroosevelt.org/>

Rough Riders – Teddy's the One
<https://www.youtube.com/watch?v=oYpdZMFOObQ>

Abiotic and Biotic Factors
https://www.youtube.com/watch?v=E1pp_7-yTN4

Badlands National Park
<https://www.nps.gov/badl/learn/nature/index.htm>
(plants, animals, ecosystem)

Badlands National Park
<https://www.nps.gov/badl/playourvisit/weather.htm>
(weather/climate)

How Canals Work Video
<https://www.youtube.com/watch?v=tfWyBz5bHj8>

America's National Parks
<https://www.youtube.com/watch?v=otaYZ60wK5I>

Curriculum Standards Index

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Geography: Places & Regions.5.6	Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.	5	The Badlands	14
CCR.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5	Theodore Roosevelt: The Conservation President	17
CCR.RI.6.2b	Analyze informational text development. Provide an objective summary of the text that includes the central idea and relevant details.	6	Teddy Bear	7
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Standard	Description	Grade	Activity	Page
CCR.RI.8.2b	Analyze informational text development. Incorporate central ideas and their relationships into an objective summary of the text.	8	Teddy Bear Rough Riders	7 12
CCR.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	8	Theodore Roosevelt: The Conservation President	17
CCR.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	8	Theodore Roosevelt: The Conservation President	17
CCR.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	8	Theodore Roosevelt: The Conservation President	17
CCR.RI.9-10.2b	Analyze informational text development. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.	9-10	Teddy Bear Rough Riders	7 12
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CCR.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	9-10	Theodore Roosevelt: The Conservation President	17
CCR.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest	9-10	Theodore Roosevelt: The Conservation President	17
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