

FIRST LADIES
LESSON PLANS
SUBMITTED BY:
SAMANTHA SEIGLE
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Lesson Plan # 1:

Submitted By:

Samatha Seigle, Linda Bontrager, Karen Stanley

Unit Lesson Plan Title: First Ladies (Adams, Madison, Roosevelt)

Concepts being taught during 5 day period:

Through exploration of the First Ladies Adams, Madison and Roosevelt student will learn how their contributions have helped shape the social history of our country.

1. Abigail Adam's letters to her husband showing her as political and historical observer during the 18th century.
2. Dolley Madison's ability to hold the nation together due to the dedication to the White House.
3. Eleanor Roosevelt and her conflict with Daughters of American Revolution (DAR) dealing with singer, Marian Anderson.

General goals of 5 day unit:

1. Introduce students to 3 different First Ladies from different time periods (18th, 19th, and 20th centuries).
2. Describe something significant each of the three First Ladies accomplished.
3. Understand traditional and untraditional duties of the First Ladies.
4. Why are these three First Ladies remembered for their contributions?

Specific objectives for today:

1. Students will be introduced to First Ladies; Abigail Adams, Dolly Madison, and Eleanor Roosevelt through the use of photographs.
2. Students will be able to determine the time periods; 18th, 19th, and 20th centuries.
3. Introducing these three First Ladies through discussion and web inquiry.

Description of "hook" to get students interested in today's lesson:

Table groups will be given the three names of the First Ladies and three pictures of Adams, Madison, and Roosevelt in random order. Students will match the name to the matching picture and explain why.

Approximate time needed: 15 – 20 minutes

Description of how you will evoke students' prior knowledge:

Students will be asked to name any of the First Ladies they know, and one thing they know about this First Lady. Teacher will conduct a brief discussion about the time period each of these were First Ladies.

Approximate time needed: 10 minutes

Brief synopsis of discussion to be held with students:

1. Read/discuss information about Abigail Adams.
2. Read/discuss information about Dolley Madison.
3. Read/discuss information about Eleanor Roosevelt.

Materials needed for the day's lesson:

Photographs of each of the three First Ladies; Adams, Madison, and Roosevelt

http://www.encyclopedia.com/topic/Abigail_Adams.aspx

http://womenshistory.about.com/library/pic/bl_p_dolley_madison_det.htm

<http://www.fanpix.net/gallery/eleanor-roosevelt-pictures.htm>

The names of each of these First Ladies.

Step-by step directions of activities:

Table groups will be given the three names of the First Ladies and three pictures of Adams, Madison, and Roosevelt in random order. Students will match the name to the matching picture and explain why.

Approximate time: 30 minutes

Independent reading assignment: N/A

Approximate time for reading: N/A

Specific directions for student product required: N/A

Closure/Reflection: N/A

Assessment type: N/A

Rubric for assessment: N/A

Please include any special adaptations that you have for students with learning disabilities or gifted students in appropriate categories:

Students will be working in table groups to help those with special needs, and allows the gifted student to excel in leadership and organization.

Handouts for Lesson #1:



Handouts for Lesson #1

Dolley Madison

Abigail Adams

Eleanor Roosevelt

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General goals of 5 day unit:

1. Introduce students to 3 different First Ladies from different time periods (18th, 19th, and 20th centuries).
2. Describe something significant each of the three First Ladies accomplished.
3. Understand traditional and untraditional duties of the First Ladies.
4. Why are these three First Ladies remembered for their contributions?

Specific objectives for today:

1. To introduce students to Abigail Adams through discussion and web inquiry.

Description of "hook" to get students interested in today's lesson:

Students will respond in their journals to the following phrases: "Abigail Adams" and "18th century". The teacher will lead students in sharing their responses to these linked words.

Description of how you will evoke students' prior knowledge:

Students' responses in their journals and sharing of these responses will show their prior knowledge of Abigail Adams and 18th century.

Brief synopsis of discussion to be held with students:

Teacher and students will discuss journal responses.

Materials needed for the day's lesson:

Student journals
Background material on Abigail Adams
Web Quest handouts
A computer lab

Step-by step directions of activities:

Students are going to be given a Web Quest handout on Abigail Adams.

Students working with a partner will visit specific websites given on Web Quest handout to gather information to answer questions on Abigail Adams.

Independent reading assignment:

Reading website information.

Approximate time for reading: 30 minutes

Specific directions for student product required:

Using the Web Quest handout the students will visit the specific websites given and answer questions on Abigail Adams.

Closure/Reflection:

Students complete an exit ticket answering: What was the most astonishing aspect of Abigail Adams's life? They will, also, hand in their Web Quest questions.

Assessment type: N/A

Rubric for assessment: N/A

Please include any special adaptations that you have for students with learning disabilities or gifted students in appropriate categories:

Students will have access to larger font if needed.

Students will be paired with a partner

Teacher's circulation allows for further modifications if necessary to either challenge or aid students.

Web Quest: Abigail Adams



To gather information on Abigail Adams we will visit the following websites:

- <http://www.masshist.org/adams/>
- <http://www.masshist.org/digitaladams/aea/letter/>
- <http://www.pbs.org/wgbh/amex/adams/peopleevents/index.html>

Outcome:

Students will gain knowledge of Abigail Adams, her life, her family and her era.
Students will answer the following questions:

1. Describe Abigail Adam's education.
2. List three important experiences of Abigail Adams.
3. Why did Abigail Adams write so many letters to her husband, John Adams?
4. What were some of the topics of the John and Abigail's letters? How did they address their letters to each other?
5. List the dates of Adam's presidency and name some key events during his presidency.

Lesson Plan # 2 Day 2:

Submitted By: Samantha Seigle, Linda Bontrager, Karen Stanley

Unit Lesson Plan Title: First Ladies (Adams, Madison, Roosevelt)

Concepts being taught during 5 day period:

Through exploration of the First Ladies Adams, Madison and Roosevelt student will learn how their contributions have helped shape the social history of our country.

1. Abigail Adam's letters to her husband showing her as political and historical observer during the 18th century.
2. Dolley Madison's ability to hold the nation together due to the dedication to the White House.
3. Eleanor Roosevelt and her conflict with Daughters of American Revolution (DAR) dealing with singer, Marian Anderson.

General goals of 5 day unit:

1. Introduce students to 3 different First Ladies from different time periods (18th, 19th, and 20th centuries).
2. Describe something significant each of the three First Ladies accomplished.
3. Understand traditional and untraditional duties of the First Ladies.
4. Why are these three First Ladies remembered for their contributions?

Specific objectives for today:

To introduce students to Dolley Madison through discussion and web inquiry.

Description of "hook" to get students interested in today's lesson:

Students will respond in their journals to the following phrases: "Dolley Madison" and "19th century". The teacher will lead students in sharing their responses to these linked words.

Description of how you will evoke students' prior knowledge:

Students' responses in their journals and sharing of these responses will show their prior knowledge of Dolley Madison and 19th century.

Brief synopsis of discussion to be held with students:

Teacher and students will discuss journal responses.

Materials needed for the day's lesson:

Student journals
Background material on Dolley Madison
Web Quest handouts
A computer lab

Step-by step directions of activities:

Students are going to be given a Web Quest handout on Dolley Madison.

Students working with a partner will visit specific websites given on Web Quest handout to gather information to answer questions on Dolley Madison.

Independent reading assignment:

Reading website information.

Approximate time for reading: 30 minutes

Specific directions for student product required:

Using the Web Quest handout the students will visit the specific websites given and answer questions on Dolley Madison.

Closure/Reflection:

Students complete an exit ticket answering: What was the most astonishing aspect of Dolley Madison's life? They will, also, hand in their Web Quest questions.

Assessment type: N/A

Rubric for assessment: N/A

Please include any special adaptations that you have for students with learning disabilities or gifted students in appropriate categories:

Students will have access to larger font if needed.

Students will be paired with a partner

Teacher's circulation allows for further modifications if necessary to either challenge or aid students.

Web Quest: Dolley Madison



To gather information on Dolley Madison we will visit the following websites:

- http://www.whitehouse.gov/about/first_ladies/dolleymadison/
- http://www.whitehousehistory.org/04/subs/04_b_1812.html
- <http://www.firstladies.org/curriculum/curriculum.aspx?Curriculum=1006>

Outcome:

Students will gain knowledge of Dolley Madison, her life, her family and her era.

Students will answer the following questions:

1. Describe the role of first lady, Dolley Madison, and what was her job?
2. Describe the activity and action at the White House on August 23, and 24, 1814.
3. Describe the importance of saving the George Washington portrait as a national icon.
4. List three important experiences of Dolley Madison.
5. List the dates of Madison's presidency and name some key events during his presidency.

Lesson Plan # 2 Day 3:

Submitted By: Samantha Seigle, Linda Bontrager, Karen Stanley

Unit Lesson Plan Title: First Ladies (Adams, Madison, Roosevelt)

Concepts being taught during 5 day period:

Through exploration of the First Ladies Adams, Madison and Roosevelt student will learn how their contributions have helped shape the social history of our country.

1. Abigail Adam's letters to her husband showing her as political and historical observer during the 18th century.
2. Dolley Madison's ability to hold the nation together due to the dedication to the White House.
3. Eleanor Roosevelt and her conflict with Daughters of American Revolution (DAR) dealing with singer, Marian Anderson.

General goals of 5 day unit:

1. Introduce students to 3 different First Ladies from different time periods (18th, 19th, and 20th centuries).
2. Describe something significant each of the three First Ladies accomplished.
3. Understand traditional and untraditional duties of the First Ladies.
4. Why are these three First Ladies remembered for their contributions?

Specific objectives for today:

To introduce students to Eleanor Roosevelt through discussion and web inquiry.

Description of "hook" to get students interested in today's lesson:

Students will respond in their journals to the following phrases: "Eleanor Roosevelt" and "20th century". The teacher will lead students in sharing their responses to these linked words.

Description of how you will evoke students' prior knowledge:

Students' responses in their journals and sharing of these responses will show their prior knowledge of Eleanor Roosevelt and 19th century.

Brief synopsis of discussion to be held with students:

Teacher and students will discuss journal responses.

Materials needed for the day's lesson:

Student journals
Background material on Eleanor Roosevelt
Web Quest handouts
A computer lab

Step-by step directions of activities:

Students are going to be given a Web Quest handout on Eleanor Roosevelt.

Students working with a partner will visit specific websites given on Web Quest handout to gather information to answer questions on Eleanor Roosevelt.

Independent reading assignment:

Reading website information.

Approximate time for reading: 30 minutes

Specific directions for student product required:

Using the Web Quest handout the students will visit the specific websites given and answer questions on Eleanor Roosevelt.

Closure/Reflection:

Students complete an exit ticket answering: What was the most astonishing aspect of Eleanor Roosevelt life? They will, also, hand in their Web Quest questions.

Assessment type: N/A

Rubric for assessment: N/A

Please include any special adaptations that you have for students with learning disabilities or gifted students in appropriate categories:

Students will have access to larger font if needed.

Students will be paired with a partner

Teacher's circulation allows for further modifications if necessary to either challenge or aid students.

Web Quest: Eleanor Roosevelt



To gather information on Eleanor Roosevelt we will visit the following websites:

- http://www.whitehouse.gov/about/first_ladies/eleanorroosevelt/
- <http://www.pbs.org/wgbh/amex/eleanor/peopleevents/pande01.html>
- <http://www.nndb.com/people/467/000022401/>

Outcome:

Students will gain knowledge of Eleanor Roosevelt, her life, her family and her era.

Students will answer the following questions:

1. What was First Lady, Eleanor Roosevelt, a high profile supporter of?
2. Why was Eleanor Roosevelt the longest serving First Lady?
3. What did Eleanor Roosevelt write from 1936 to 1962?
4. List three important experiences of Eleanor Roosevelt.
5. List the dates of Franklin Roosevelt presidency and name some key events during his presidency.

Lesson Plan # 3:

Submitted By: Samantha Seigle, Linda Bontrager, Karen Stanley

Unit Lesson Plan Title: First Ladies (Adams, Madison, Roosevelt)

Concepts being taught during 5 day period:

Through exploration of the First Ladies Adams, Madison and Roosevelt student will learn how their contributions have helped shape the social history of our country.

1. Abigail Adam's letters to her husband showing her as political and historical observer during the 18th century.
2. Dolley Madison's ability to hold the nation together due to the dedication to the White House.
3. Eleanor Roosevelt and her conflict with Daughters of American Revolution (DAR) dealing with singer, Marian Anderson.

General goals of 5 day unit:

1. Introduce students to 3 different First Ladies from different time periods (18th, 19th, and 20th centuries).
2. Describe something significant each of the three First Ladies accomplished.
3. Understand traditional and untraditional duties of the First Ladies.
4. Why are these three First Ladies remembered for their contributions?

Specific objectives for today:

1. Illustrate the political viewpoints of Abigail Adams.

Description of "hook" to get students interested in today's lesson:

Students will read three different letters from Abigail Adams to John Adams.

Description of how you will evoke students' prior knowledge:

Discussion of previous viewed letter from Abigail Adams to John Adams.

Brief synopsis of discussion to be held with students:

1. To discuss the political view points of Abigail Adams.

Materials needed for the day's lesson:

Computer lab

Letters from Abigail to John

Letter analysis

<http://www.masshist.org/digitaladams/aea/cfm/doc.cfm?id=L17740922aa>

<http://www.masshist.org/digitaladams/aea/cfm/doc.cfm?id=L17750618aa>

<http://www.masshist.org/digitaladams/aea/cfm/doc.cfm?id=L17760302aa>

Step-by step directions of activities:

Students are going to be given a letter analysis handout to be completed by table group. Students working with a table group will be given one letter from Abigail Adams to John Adams to analyze.

Independent reading assignment:

The reading of the letters will be done in the small table groups.

Specific directions for student product required:

Students working a group will complete the letter analysis handout. Students working with a table group will read and analyze one letter from Abigail to John Adams.

Closure/Reflection:

Table groups will present their letter analysis to the class.

Assessment type: N/A

Rubric for assessment: N/A

Please include any special adaptations that you have for students with learning disabilities or gifted students in appropriate categories:

Group work will help diverse learners. The graphic organizer also aids students with difficulty.

Handout Lesson 3:
Letter Analysis

Date of letter	Location of Letter writer
Sender	Recipient

Topic of letter	
Theme of the letter	
Significant quotes	
Historical details in the letter	
Metaphors, and similes (give Examples)	

Lesson Plan # 4:

Submitted By: Samantha Seigle, Linda Bontrager, Karen Stanley

Unit Lesson Plan Title: First Ladies (Adams, Madison, Roosevelt)

Concepts being taught during 5 day period:

Through exploration of the First Ladies Adams, Madison and Roosevelt student will learn how their contributions have helped shape the social history of our country.

1. Abigail Adam's letters to her husband showing her as political and historical observer during the 18th century.
2. Dolley Madison's ability to hold the nation together due to the dedication to the White House.
3. Eleanor Roosevelt and her conflict with Daughters of American Revolution (DAR) dealing with singer, Marian Anderson.

General goals of 5 day unit:

1. Introduce students to 3 different First Ladies from different time periods (18th, 19th, and 20th centuries).
2. Describe something significant each of the three First Ladies accomplished.
3. Understand traditional and untraditional duties of the First Ladies.
4. Why are these three First Ladies remembered for their contributions?

Specific objectives for today:

Using two picture books the students will compare and contrast the burning of the White House in 1814.

Description of "hook" to get students interested in today's lesson:

Teacher will read, A Picture Book of Dolley and James Madison by David A Adler and Dolly Madison Saves George Washington by Don Brown.

Description of how you will evoke students' prior knowledge:

Teacher led discussion of what the students know about Dolley Madison.

Brief synopsis of discussion to be held with students:

The burning of the White House in 1814.

Materials needed for the day's lesson:

A Picture Book of Dolley and James Madison by David A Adler

Dolly Madison Saves George Washington by Don Brown.

Compare and contrast graphic organizer

Step-by step directions of activities:

Students listen to the two books.

Discussion

Work in table groups to complete the compare and contrast graphic organizer.

Independent reading assignment:

Students will listen to:

A Picture Book of Dolley and James Madison by David A Adler

Dolly Madison Saves George Washington by Don Brown.

Specific directions for student product required:

Students listen to the two books.

Participate in group discussion.

Work in table groups to complete the compare and contrast graphic organizer.

Closure/Reflection:

Group discussion of how the two books are alike and different

Assessment type: N/A

Rubric for assessment: N/A

Please include any special adaptations that you have for students with learning disabilities or gifted students in appropriate categories:

Group work will help diverse learners.

The graphic organizer also aids students with difficulty.

Topic



Alike

Different

Lesson Plan #5

Name of teacher(s) submitting plan: Samantha Seigle, Linda Bontrager, Karen Stanley

Unit Lesson Plan Title: First Ladies (Adams, Madison, Roosevelt)

Concepts being taught during 5 day period:

Through exploration of the First Ladies Adams, Madison and Roosevelt student will learn how their contributions have helped shape the social history of our country.

1. Abigail Adam's letters to her husband showing her as political and historical observer during the 18th century.
2. Dolley Madison's ability to hold the nation together due to the dedication to the White House.
3. Eleanor Roosevelt and her conflict with Daughters of American Revolution (DAR) dealing with singer, Marian Anderson.

General goals of 5 day unit:

1. Introduce students to 3 different First Ladies from different time periods (18th, 19th, and 20th centuries).
2. Describe something significant each of the three First Ladies accomplished.
3. Understand traditional and untraditional duties of the First Ladies.
4. Why are these three First Ladies remembered for their contributions?

Specific objectives for today:

1. Students will develop knowledge of Eleanor Roosevelt's background.
2. Students will develop knowledge of Marian Anderson's background.
3. Students will understand the conflict between Ms. Roosevelt, the DAR, and Ms. Anderson at the Lincoln Memorial.
4. Students will be able to construct a Venn diagram based on research and the knowledge gained from the lesson.

Description of "hook" to get students interested in today's lesson:

First, show students a picture of Marian Anderson. Next, show students a picture of Eleanor Roosevelt. Teacher will ask students if they know who these two women are, what impact they had, etc. Teacher will go on to explain that these two women are connected through history during a time period when racism, discrimination, and segregation were dominating America.

Approximate time needed – 5-10 minutes

Description of how you will evoke students' prior knowledge:

Teacher will discuss the impact Martin Luther King and Rosa Parks had on racism and segregation. Students should already have a background of these events. Teacher will then tell students that this particular event between Ms. Anderson and Ms. Roosevelt actually happened BEFORE Martin Luther King and Rosa Parks decided to take their stand on racial discrimination.

Approximate time needed – 5-10 minutes

Brief synopsis of discussion to be held with students:

1. Read/discuss background information on Marian Anderson
2. Read/discuss background information on Eleanor Roosevelt
3. Discuss the concert at the Lincoln Memorial
4. Discuss the impact it had on America during the time period
5. Hands-on Activity
6. Follow up with writing activity

Materials needed for the day's lesson:

(Include Artifacts/Primary Sources/Internet Sources/Print Sources)

http://www.archives.gov/exhibits/american_originals/eleanor.html

http://hop2wilson.wikispaces.com/file/view/eleanor_roosevelt2.jpg

http://www.teachervision.fen.com/tv/printables/TCR/1576901009_185.pdf

http://www.teachervision.fen.com/tv/printables/TCR/1576901009_179.pdf

Step-by-step directions of activities:

Hands-on Activity:

Approximate time – 30 minutes

Students will break into pairs. Students can either use an encyclopedia or the internet to conduct the research. Students will research another famous humanitarian during the (1938, or 1939) time period who dealt with the issues of racism, segregation, and discrimination. Students will then create a Venn diagram based on their research and Eleanor Roosevelt.

Writing Project:

Approximate time- 15 minutes

Students will write a letter to a newspaper editor explaining their feelings about a present-day social injustice. Teacher can show them a copy of Eleanor Roosevelt's letter to the president general of the DAR.

Independent reading assignment: N/A

Specific directions for student product required:

Hands-on activity: Students should construct a clearly labeled diagram with at least 5 facts for their chosen humanitarian and Ms. Roosevelt. Students should have at least 5 similarities between the two.

Writing Project: Students should write at least a 1 page letter. It should be written in correct format.

Closure/Reflection:

The students writing project should reflect this.

Assessment type: N/A

Rubric for assessment: See above, specific direction for student product.
Please include any special adaptations that you have for students with learning disabilities or gifted students in appropriate categories.

Humanitarian	Eleanor Roosevelt
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Alike	Different
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Cumulative Assessment: First Ladies Unit Study

Students will be divided into three groups.

Each group will chose a number that corresponds to Abigail Adams, Dolley Madison, and Eleanor Roosevelt.

Groups will prepare a collage to present to the whole group.

The collage must be a representation of their knowledge of the unit study.

Requirement For The Collage:

- 3 contributions made by the chosen First Lady
- 2 traditional roles the First Lady performed
- 2 non-traditional roles the First Lady performed
- A representation of the time period's: example: clothes, historical events, and etc,

CATEGORY	4	3	2	1
Quality of Construction	The Collage is outstanding with quality drawings, pictures, text, & neatness	The Collage is good with drawings, pictures, text, & neatness	The Collage is fair with drawings, pictures, text, & neatness	The Collage is poor and quickly put together.
Creativity	Outstanding arrangement of fonts, pictures, borders, facts, & etc.	Good arrangement of fonts, pictures, borders, facts, & etc.	Fair arrangement of fonts, pictures, borders, facts, & etc.	Poor arrangement of fonts, pictures, borders, facts, & etc.
Attention to Theme	Outstanding explanation of every item is related to theme.	Good explanation of every item is related to theme.	Fair explanation of every item is related to theme.	Poor explanation of every item is related to theme.
Number of Items	All requirements are met.	Less of 90% of what is required, but more than 75%.	Less than 75% but more than 50%.	Contains fewer than 50%.
Time & Effort	Class time was used wisely with much time & effort went into planning.	Class time was used wisely but the student could have put in more time and effort.	Class time was not always used wisely, but the student did do some additional work at home.	Class time was not used wisely, and the student put in no additional effort.

Annotated Bibliography: Abigail Adams

My Dearest Friend: Letters of Abigail and John Adams

Abigail Adams, John Adams, Margaret A. Hogan (Editor).2007. *EM*

In 1762, John Adams penned a flirtatious note to "Miss Adorable," the 17-year-old Abigail Smith. In 1801, Abigail wrote to wish her husband a safe journey as he headed home to Quincy after serving as president of the nation he helped create. The letters that span these nearly forty years form the most significant correspondence -- and reveal one of the most intriguing and inspiring partnerships -- in American history.

As a pivotal player in the American Revolution and the early republic, John had a front-row seat at critical moments in the creation of the United States, from the drafting of the Declaration of Independence to negotiating peace with Great Britain to serving as the first vice president and second president under the U.S. Constitution. Separated more often than they were together during this founding era, John and Abigail shared their lives through letters that each addressed to "My Dearest Friend," debating ideas and commenting on current events while attending to the concerns of raising their children (including a future president).

Full of keen observations and articulate commentary on world events, these letters are also remarkably intimate. This new collection -- including some letters never before published -- invites readers to experience the founding of a nation and the partnership of two strong individuals, in their own words. This is history at its most authentic and most engaging.

Abigail Adams

Alexandra Wallner. 2005 *EMS*

Publishers Weekly ~ "Joining the likes of Betsy Ross and Beatrix Potter, Alexandra Wallner's newest biography, *Abigail Adams*, brings another famous woman to life. She depicts Adams as loyal, curious and determined to "[speak] up against slavery and for women's rights" during the time of the American Revolution, through to her days when, as First Lady, hers was the first presidential family to occupy the White House. Detailed full-page illustrations depict colonial dress and architecture."

Abigail Adams First Lady of the American Revolution

Patricia Lakin. 2006. *EMS*

When Abigail Adams was born, women were expected to be just wives and mothers. But Abigail turned out to be so much more. Read all about the fascinating life of our nation's second First Lady -- a woman who helped shape the early history of the United States.

John and Abigail Adams: An American Love Story

Judith St. George. 2001

EMS

Publishers Weekly: "St. George's (So You Want to Be President?) tandem biography portrays the compelling and equal partnership and marriage that helped shape the United

States from a British colony to a fledgling democracy. Though on their first acquaintance in 1759 neither 23-year-old John Adams nor 14-year-old Abigail Smith found much to admire, their friendship blossomed into a steadfast, passionate and intellectually stimulating union that lasted 54 years. Their marriage survived political upheavals, personal tragedies and separations of as much as nearly five years. During these frequent absences, the Adams wrote letters, and the biography proves strongest when it relies on their epistolary dialogue to capture the relationship (e.g., Abigail's famous entreaty to her husband to "Remember the Ladies," 1776, asking for a separate legal existence for women and a share in a husband's profits). The narrative chattily navigates the couple's experiences throughout John Adams's career, which includes a pivotal role in the Continental Congress and election as the nation's first vice president and second, if not entirely successful, president, but St. George provides only a cursory look at policies and politics. First and foremost, this book focuses on personalities, including Thomas Jefferson and Ben Franklin, assisted by archival portraits and prints. Readers will enjoy this look at the romance of these two patriots who worked so tirelessly for their country. “

A is for Abigail: An Almanac of Amazing American Women

Lynne Cheney.2003. E

"Remember the Ladies" Abigail Adams told her husband in 1776 in a letter. In fact she went so far as to warn him that ""If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation." Unfortunately it was not until the 1900's before women were able to vote. Still, women found many ways to make their mark, to have their say, and to get their way.

Presented in the form of an alphabet book, this is a remarkable collection of stories about women who have made a difference in the history of the United States; indeed many also made a contribution to the world. Each beautifully illustrated, often annotated, page is packed with information and quotes. We meet women who we have heard of before and others who are new to us. We are shown how women have been able to make a difference in every aspect of life, despite opposition. They have been fliers, artists, business people, inventors, and have done just about everything you can think of.

Robin Preiss Glasser finds the most extraordinary ways to present the information; for example, the letter F is for "First Ladies." Each of the ladies has her portrait shown on a teacup, milk jug, sugar bowl, coffee pot, or teapot. The ladies who made their mark in the press are shown on the front of a newspaper. Those who are performers of some kind are shown on a stage.

By the time we close this extraordinary book we feel empowered, knowing that women have achieved so much in a world that has not always been hospitable to their successes. We can feel proud, and we can also feel gratitude to this author and illustrator team for creating such a lovely and meaningful book. At the back of the book the author has provided notes on the text which gives further information about the women pictured in the book.

Annotated Bibliography: Dolley Madison

Dolley Madison Saves George Washington

Don Brown. 2007 Children 6 - 10

From Booklist ~ “Brown has made something of a cottage industry providing children with lively biographies of figures as diverse as Mary Anning and Neil Armstrong. Here he focuses on Dolley Madison, who grew up as a simple farm girl, married James Madison, and later became a hostess for widower Thomas Jefferson. Dashing line-and-watercolor artwork captures the flair of the woman who had a smile and a pleasant word for everybody, but who shows her mettle in 1814, when the British attack the White House. The soldiers guarding the house flee, but Dolley refuses to leave until a valuable painting of George Washington is saved with the help of other citizens. Although Brown might have used this high point to end the book, to his credit, he extends the text, showing the anger and fear of the populace as the battle rages. A powerful spread shows women shaking their fists at Dolley, a surrogate for the president, on whom they blame the war. A last page shows Dolley surrounded by cameos of the first 11 presidents, all of whom Dolley knew, while an author's note gives more information about her. A sure-handed wedding of text and art that brings history to life. A brief bibliography is appended.” Cooper, Ilene

A Picture Book of Dolley and James Madison

David A. Adler. 2009 Children 9 – 12

From School Library ~ “Adler's picture-book biography focuses mainly on the War of 1812, but also mentions Madison's contributions to the Constitution and the creation of the three branches of government. Although this is a biography of the couple, there is more specific information on James Madison than on Dolley. Still, readers do learn some interesting facts about her, such as how she rescued a portrait of George Washington while the Executive Mansion burned. Adler's writing is clear yet not oversimplified, and is without fictionalization. An interesting book to read while studying the Constitution and the different branches of government, this is a reliable source for students to kick-start their presidential and/or governmental history research as well as a good choice for general reading.”—Sarah O'Holla, *Village Community School, New York City*

Dolley Madison History Makers Bios

Jean L. S. Patrick. 2002 Children 8 – 10

From Booklist ~ “The History Maker Bios series offers fairly simple biographies of well-known historical figures, concentrating on their lives as adults and on the contributions that made them famous. The pages are crowded, and the reproductions of period paintings, engravings, and artifacts do not blend well with the cartoonlike pictures that sometimes appear on facing pages. Still, the texts offer basic information that is on target for middle-grade children. *Madison* presents the life of brave and gracious Dolley

Madison, who first served as widower Thomas Jefferson's hostess, and then welcomed guests to the People's House as First Lady after James Madison became the fourth president. *Jefferson* surveys the life and work of the man who considered his presidency less significant than some of his other accomplishments. Each book concludes with a time line, bibliographies, and short lists of suggested Web sites. Check the Series Roundup in this issue for other titles on famous Americans.” *Carolyn Phelan*

Strength And Honor: The Life Of Dolley Madison

Richard N. Cote. 2005 Adult

From Booklist ~ “Based on more than 2,000 letters, this intimate portrait of Dolley Madison is buttressed by a wealth of primary sources. According to the author, the “best-loved first lady of the nineteenth century” was respected for her intelligence, wit, and interpersonal skills. A young Quaker widow, Dolley Payne Todd was introduced to James Madison by Aaron Burr, becoming an indispensable domestic and political helpmate to the often diffident and ailing Madison. An accomplished hostess and fashion trendsetter, she was also practical, levelheaded, and politically astute, able to charm dandies and statesmen alike. Lauded as a national heroine for her courageous and quick-thinking behavior during the War of 1812, she earned a well-deserved place of honor among the pantheon of beloved First Ladies. Although biographies of Dolley Madison are plentiful, Cote's reinterpretation of her life provides a very human profile of a legendary historical figure.” *Margaret Flanagan*

A Perfect Union: Dolley Madison and the Creation of the American Nation

Catherine Allgor. 2006 Adult

From Publishers Weekly ~ “In this elegant biography, award-winning historian Allgor (*Parlor Politics*) makes the case that not only was Dolley Madison incredibly popular with the American people—“Everybody loves Mrs. Madison” Henry Clay once said—the wife of America's fourth president was also a “master politician.” Dolley was a skilled hostess, and everyone in Washington coveted an invitation to her table. She knew the etiquette of polite society and used it to political advantage. She worked as a de facto campaign manager when her husband sought the presidency, inventing fictive kin and feigning family connections to potential allies. Even her interior decorating was politically savvy: though she favored French decor at home in Virginia, she chose American-made furniture for the White House. There's no anachronism here: Allgor doesn't turn Dolley into a proto-feminist, nor the marriage—which was respectful and deeply affectionate—into a bastion of egalitarianism. Yet when Allgor describes the Madisons as “political partner[s],” one can't help thinking of the Clintons. The erudition and charm of this biography are rivaled only by that of its subject, which makes it disappointing that the decades after Madison's presidency are dispatched in a skimpy two chapters and epilogue.”

Annotated Bibliography: Eleanor Roosevelt

Eleanor Roosevelt: An Inspiring Life By: Elizabeth MacLeod

From School Library Journal: Grade 4-6—Fourteen short chapters take readers from Roosevelt's privileged but sad childhood through her marriage, political and family life, and post-FDR humanitarian work. That she was one of the most important women in U.S. history is made quite clear. Her husband's infidelity is mentioned. The writing is clear, interesting, and affectionate toward its subject. Personal quotes are sprinkled throughout, and a cartoon representation of Roosevelt chats with readers on several pages. Back matter includes an extensive index and list of historic places. The period photographs, while plentiful and engrossing, can be found elsewhere. Given the number of books available for this age group, this attractive title will appeal to browsers and report writers, but it isn't a necessary purchase.—*Anne Chapman Callaghan, Racine Public Library, WI*

Eleanor By: Barbara Cooney

Amazon.com Review: Award-winning author Cooney presents a well-researched and poignant storybook biography of Eleanor Roosevelt's childhood. The wartime First Lady of the New Deal, who became one of the most beloved Americans for her empathy with the downtrodden, was famously unglamorous and plain in looks, even as a child. Her beautiful and awful mother humiliated the little girl, calling her Granny, "because she is so funny and old-fashioned looking." Orphaned at nine the girl eventually found her way to confidence, helped initially by a boarding-school headmistress. The book mentions only briefly Roosevelt's later achievements, so a parent will have to supply a little context for this tale of an ugly duckling who turns into, not a swan, but a fulfilled and happy duck.

Our Eleanor: A Scrapbook Look at Eleanor Roosevelt's Remarkable Life By: Candace Fleming

Cahners Review: In this standout biography, Fleming employs the scrapbook style she debuted in Benjamin Franklin's Almanac for another American icon, Eleanor Roosevelt, the "first lady of the world," in the words of former president Truman. Short chapters arranged into a pastiche of narratives and deftly supported by photographs, newspaper articles, letters and humorous cartoons explore how this sad "Little Nell," as her father called her, emerged from an unhappy albeit privileged childhood to become an indefatigable champion of the poor and powerless. So controversial that she inspired "one of the largest FBI files in American history" (3,271 pages), Eleanor was also beloved by thousands of Americans, who wrote to her seeking advice or solace. Fleming documents many of the ways Eleanor herself evolved, such as how her prejudiced views on Jews changed over time, and some of the ways in which she remained faithful to herself even

if it brought her pain. Eleanor's intellect attracted her charming and ambitious cousin Franklin, and their divergent approaches to life would divide them as a couple but also strengthen them as political partners. Fleming relies on the prolific words of Eleanor herself, family members, friends and observers to enhance this multi-faceted life story. The attractive design capitalizes on these various perspectives, often highlighted in different type treatments; yet the overall appearance is one of cohesion. With this approach, Fleming allows readers to draw their own conclusions; they will come away with an understanding of a woman who shaped her times and left a lasting imprint on the future.