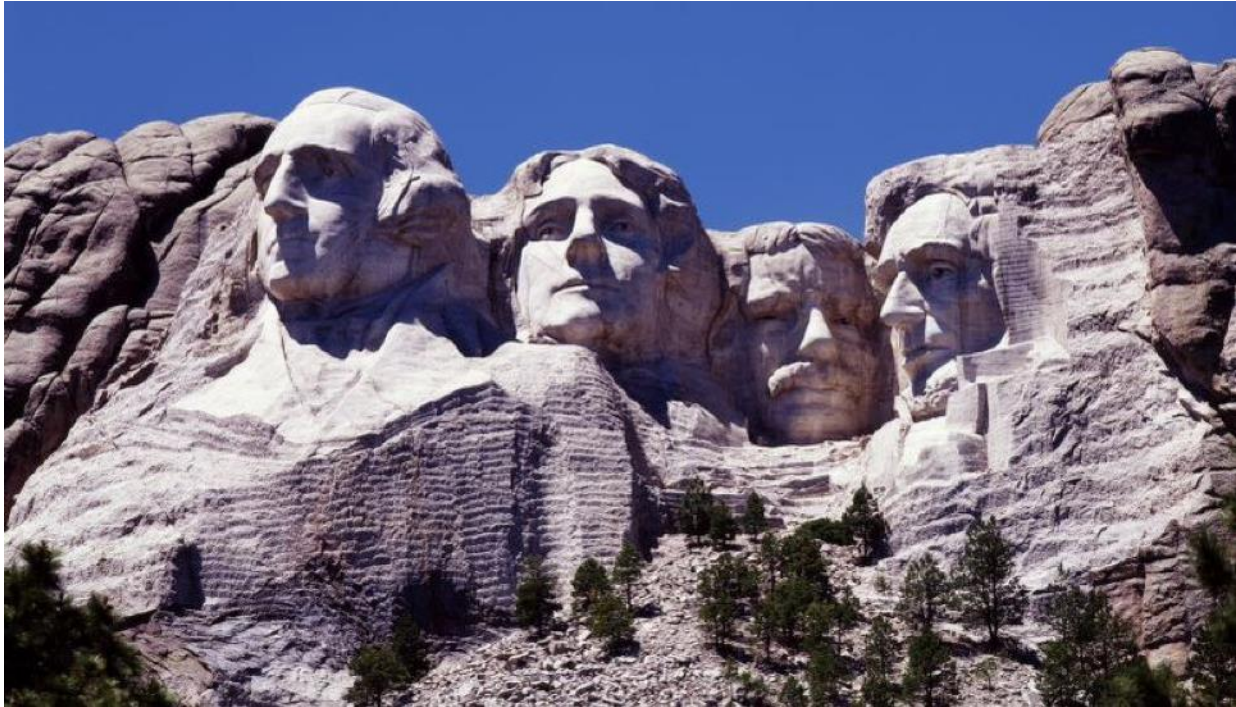


<http://bit.ly/38Gs17V>



Presidential Personalities and Campaign Issues Past, Present, and Future: Who will win my vote?

These two inquiry activities was inspired by the National Portrait Gallery [Reading Portraiture Guide for Educators](#), the Northern VA TPS [Sort It](#) strategy and [iCivics](#). It will support students as they analyze and compare portraits of four American presidents who have been judged great by historians. (George Washington, Thomas Jefferson, Abraham Lincoln, and Teddy Roosevelt) Students will identify the leadership traits and accomplishments of each of these presidents and compare them to the leadership characteristics and experiences of contemporary presidential candidates as they examine the compelling question, “Who will win my vote? You can find the complete C3 Inquiry IDM that includes this task and others leading to civic action on the C3 Teachers Hub called [Inquiry with the Library of Congress Resources](#).

Teacher Directions for Activity I

Note: This activity uses 4 of the images in the primary source set that have the #1 beside the president's name.

1. Define portrait, sitter and symbol and explain what it means to “read a portrait” using the [Analysis Tool](#) adapted from the Library of Congress and the National Portrait Gallery.
2. Divide your class into pairs and give each pair one portrait to analyze using the [See – Think – Wonder Chart](#).
3. Combine pairs to make groups of 4 that will analyze the same president.
4. Write a group statement that completes this sentence:
President _____ was depicted in portraits as a leader who _____
5. Share small group sentences with the total class.

Teacher Directions for Activity II

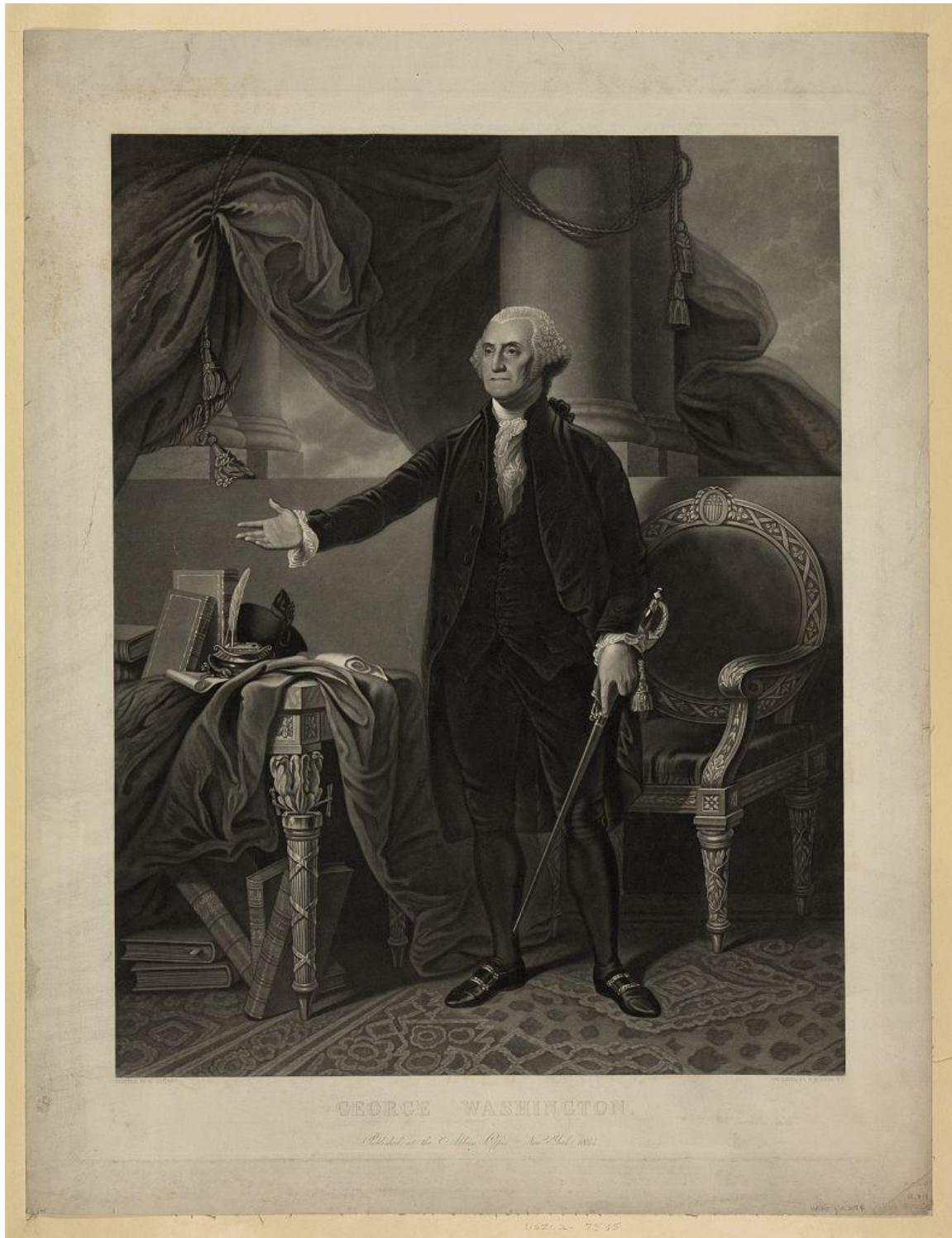
Note: This activity uses 12 of the primary sources in the set that follows. They are the primary sources that have either a #2, #3, or #4. Keep students in groups of 4 and give them a set of either all 2's, 3's, or 4's.

1. Ask students to examine the 4 primary sources and identify what they have in common.
2. Label the sub-set with a noun or adjective that describes that commonality.
3. Give the students a chart U.S. Constitutional powers of the presidency from [iCivics](#) and ask them to match their label with one of those powers.

Explanation

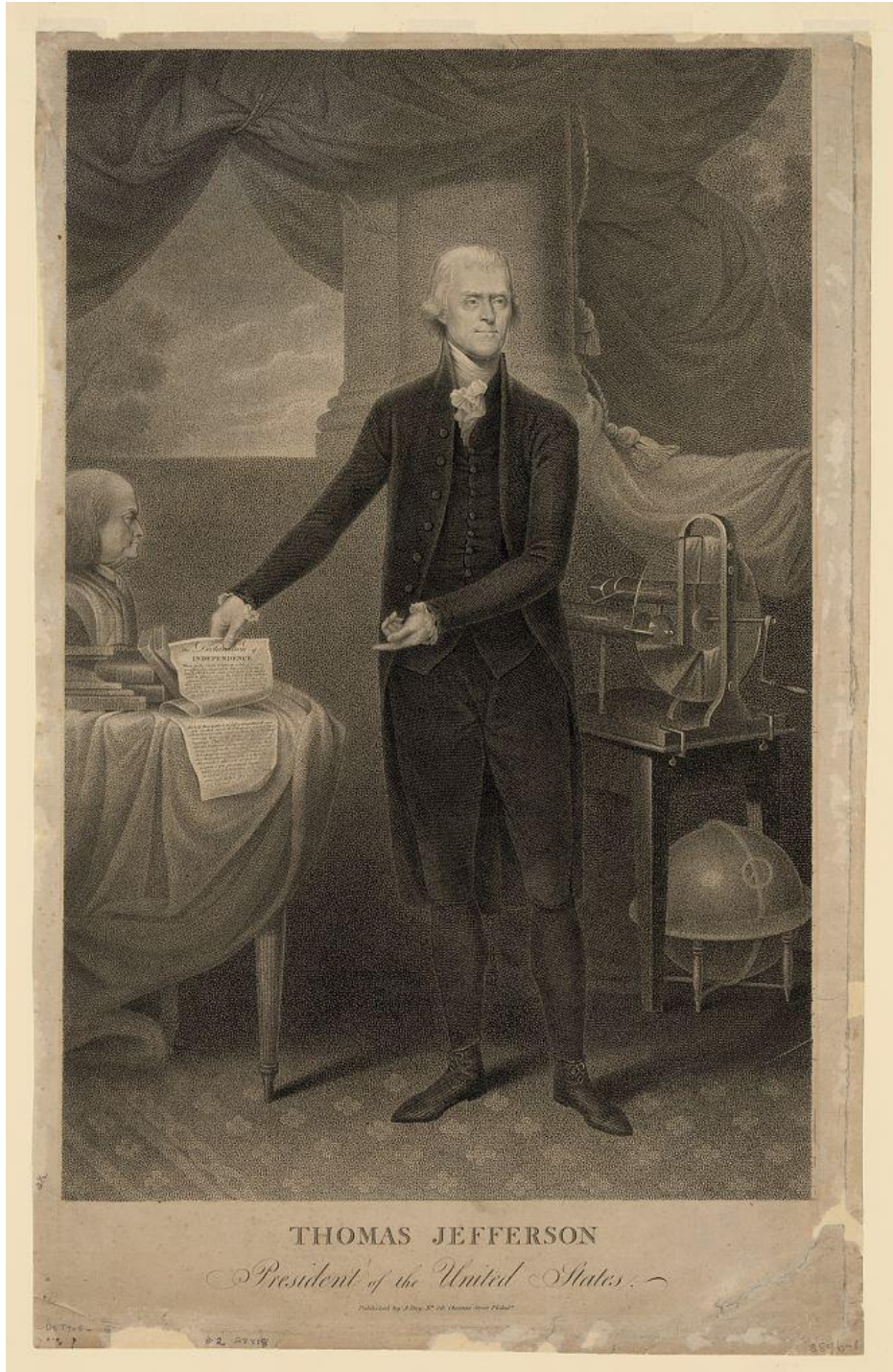
These portraits were selected because they do share some common presidential characteristics or executive powers. Depending on the age and skill level of your students, you may want to ask questions that lead to these labels or you may simply want to let your students discover on their own. They may even come up with different categories than these which were identified by our [TPS Partner iCivics](#). The portraits with a #1 beside the name represent “statesmanship” or **Chief Executive** among other things. The primary sources with # 2 beside the name represent the president's power to protect all the people by “enforcing” the laws made by Congress. He does not legislate but he is the **Chief Agenda Setter**. The primary sources with #3 by the name represent the power of Commander in Chief of the military during both war and peace. The primary with #4 represent the power of “Diplomacy” and global responsibilities in foreign affairs. This role is referred to in the chart as **Head of State**.

George Washington - 1
Portrait



Sadd, H. S., Stuart, G. & Neale, J. (1844) George Washington / painted by G. Stuart ; engraved by H.S. Sadd, N.Y. , 1844. [New York City: Published at the Albion Office, printed by J. Neale] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/96522247/>.

**Thomas Jefferson - 1
Portrait**



Tiebout, C. & Peale, R. (1801) Thomas Jefferson, President of the United States. , 1801. [Philada. Philadelphia: Published by A. Day, No. 38 Chestnut Street, Philada., ?] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/96522974/>.

Lincoln - 1
Portrait



Chappel, A. (1862) Chappel portrait of Lincoln. New York United States, 1862. Johnson Fry & Co., New York. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/scsm000751/>

Theodore Roosevelt - 1
Portrait



(ca. 1908) Theodore Roosevelt, full-length portrait, seated next to a globe. , ca. 1908. January 2.
[Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2009633122/>

George Washington - 2

President Washington sends militia to Western Pennsylvania during the Whiskey Rebellion



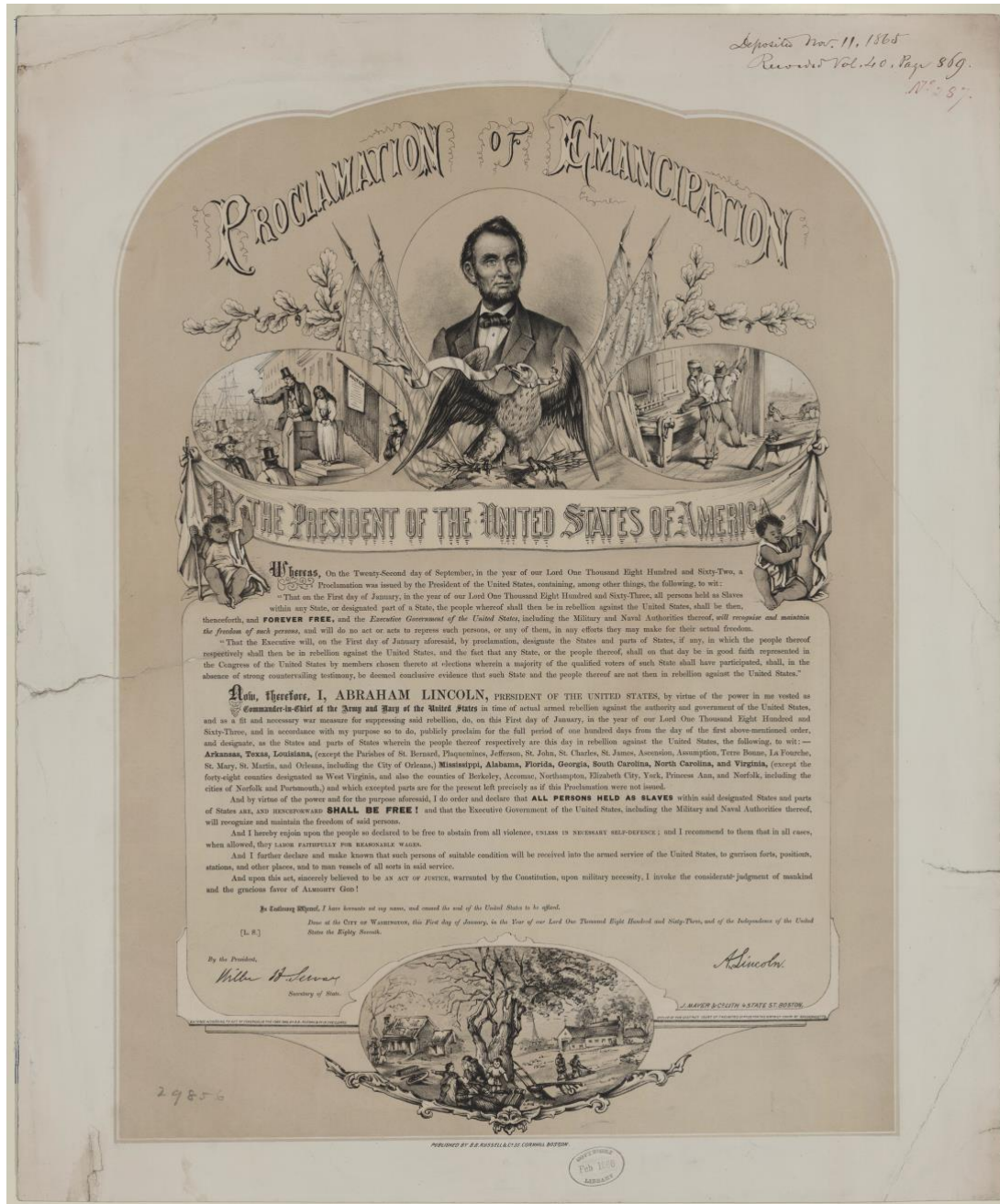
Washington Reviewing the Western Army at Fort Cumberland, Maryland, 1794. Painted after 1795
Attributed to Frederick Kemmelmeyer Gift of Edgar William and Bernice Chrysler Garbisch, 1963.
Retrieved from the Metropolitan Museum of Art, <https://www.metmuseum.org/art/collection/search/11302>

Thomas Jefferson - 2
Declaration of Independence



Horydczak, T., photographer. U.S. Capitol paintings. Declaration of Independence, painting by John Trumbull in U.S. Capitol IV. Washington D.C, None. ca. 1920-ca. 1950. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/thc1995013667/PP/>

Lincoln 2
Emancipation Proclamation



Lincoln, A. (1868) Proclamation of emancipation by the President of the United States of America, Russell. Boston Massachusetts Suffolk United States, 1868. B. B. Russell, Boston, Massachusetts. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/scsm000902/>.

Theodore Roosevelt - 2
Roosevelt at Glacier Point, California



Underwood & Underwood, C. C. (ca. 1906) Theodore Roosevelt and John Muir on Glacier Point, Yosemite Valley, California, in. California Yosemite Valley, ca. 1906. [Photo Taken 1903] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/93503130/>.

George Washington - 3
General Washington, at the end of the American Revolution



Currier & Ives. (1857) Washington's entry into New York, on the evacuation of the city by the British, Nov. 25th, 1783. United States, 1857. [New York: Lith. & pub. by Currier & Ives, 152 Nassau St. N.Y.] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2002698178/>.

Jefferson - 3
Bombardment of Tripoli



BOMBARDMENT OF TRIPOLI.

AUGUST 1804.

180.

304.

Deposited in the Clerk's Office for the S. Dist. of New York July 24. 1826.

LC-USZC4-2705

LC-115762-11

Currier & Ives. *Bombardment of Tripoli*. Libya Tripoli United States, ca. 1846. [New York: N. Currier] Photograph. <https://www.loc.gov/item/90711989/>.

Lincoln - 3
Lincoln with group of Union soldiers



Gardner, A., photographer. (1862) Antietam, Md. President Lincoln and Gen. George B. McClellan in the general's tent. Antietam Maryland United States, 1862. October 3. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2018666252/>.

Theodore Roosevelt - 3
Rough Rider



McLoughlin Bros, I. (ca. 1898) Rough Rider Roosevelt. , ca. 1898. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/93504456/>.

George Washington – 4

Farewell Address – A call to neutrality.....

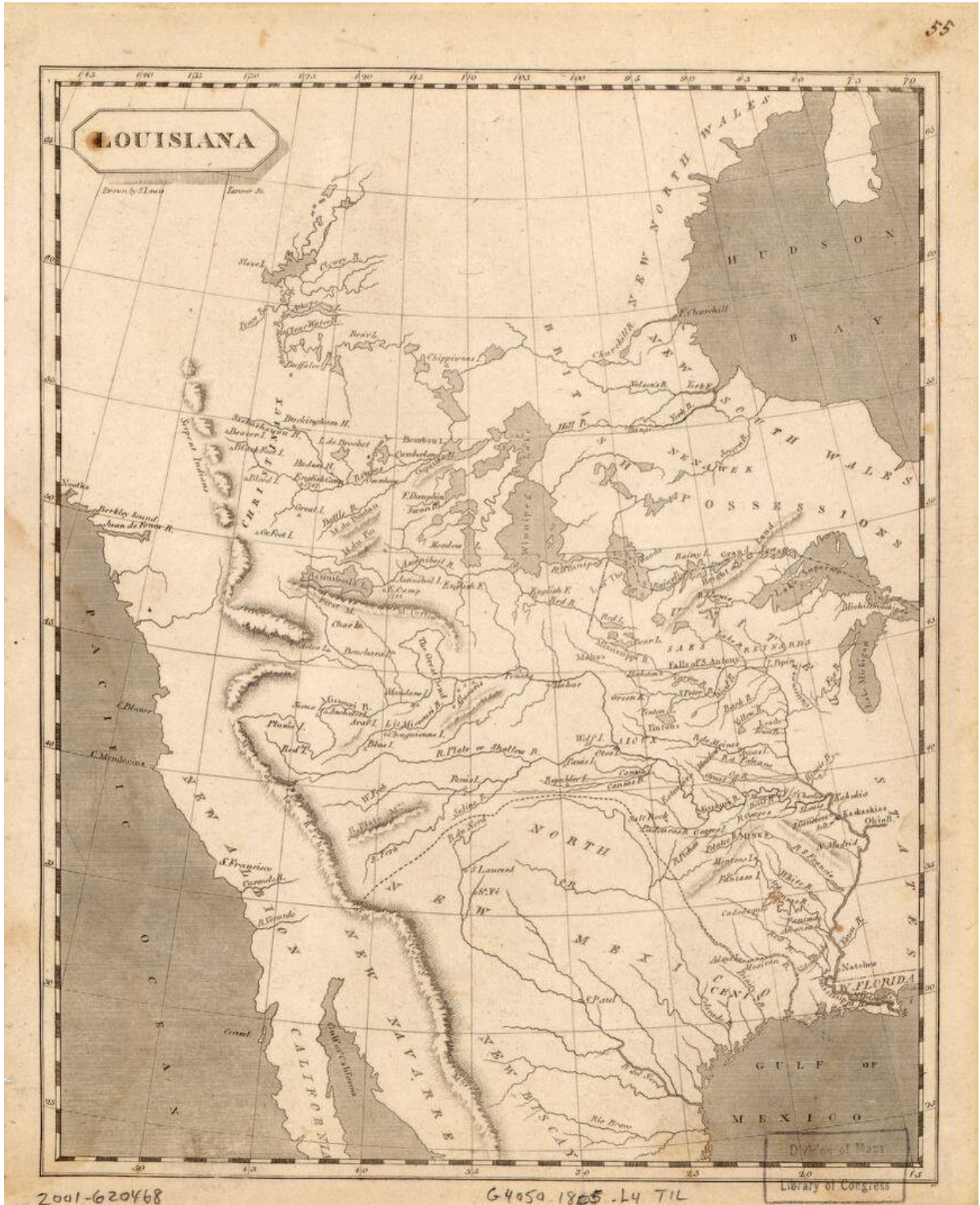
Our detached and distant situation, invites and enables us to pursue a different course. If we remain one people, under an efficient government, the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at any time resolve upon, to be scrupulously respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation, when we may choose peace or war, as our interest, guided by justice, shall counsel.

Why forego the advantages of so peculiar a situation? Why quit our own, to stand upon foreign ground? Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalry, interest, humor or caprice?

It is our true policy, to steer clear of permanent alliance with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim no less applicable to public than private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary, and would be unwise to extend them.

Washington, G. (1844) *Washington's farewell address to the people of the United States of America*. Harrisburg, I. G. M'Kinley, state printer. [Pdf] Retrieved from the Library of Congress, <https://www.loc.gov/item/12006936/>.

Thomas Jefferson - 4
Louisiana Purchase



Lewis, S. & Arrowsmith, A. (1805) Louisiana. [S.I] [Map] Retrieved from the Library of Congress, <https://www.loc.gov/item/2001620468/>.

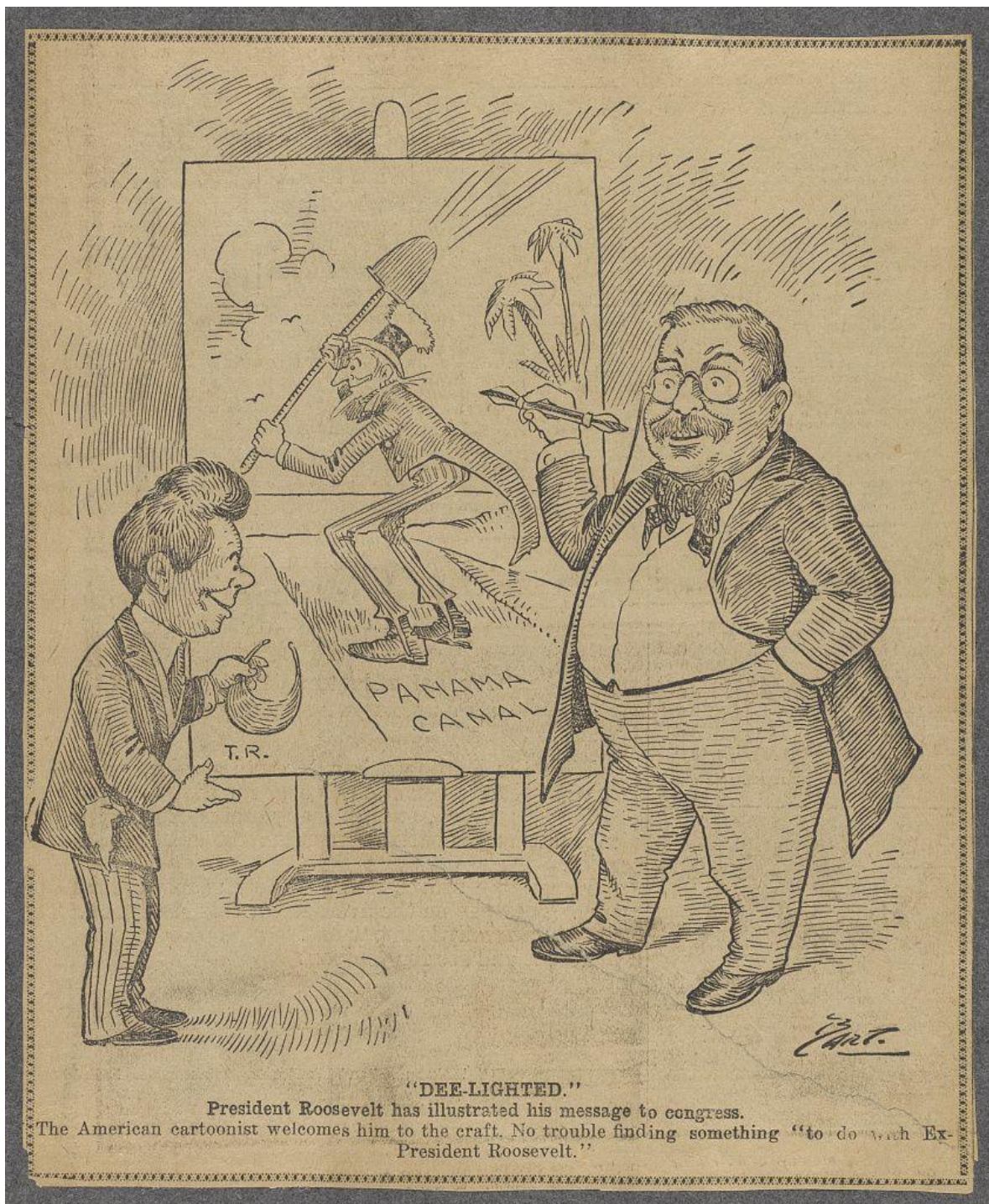
Lincoln - 4

Uncle Sam protecting his property against the encroachments of his cousin John Bull.



Stauch, E. (1861) Uncle Sam protecting his property against the encroachments of his cousin John. Confederate States of America France Great Britain United States, 1861. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2008661636/>.

Theodore Roosevelt - 4
Roosevelt in Panama



Bartholomew, C. L. Dee-lighted president Roosevelt has illustrated his message to congress // Bart. Panama Panama Canal, None. [Between 1910 and 1918] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2010645518/>.