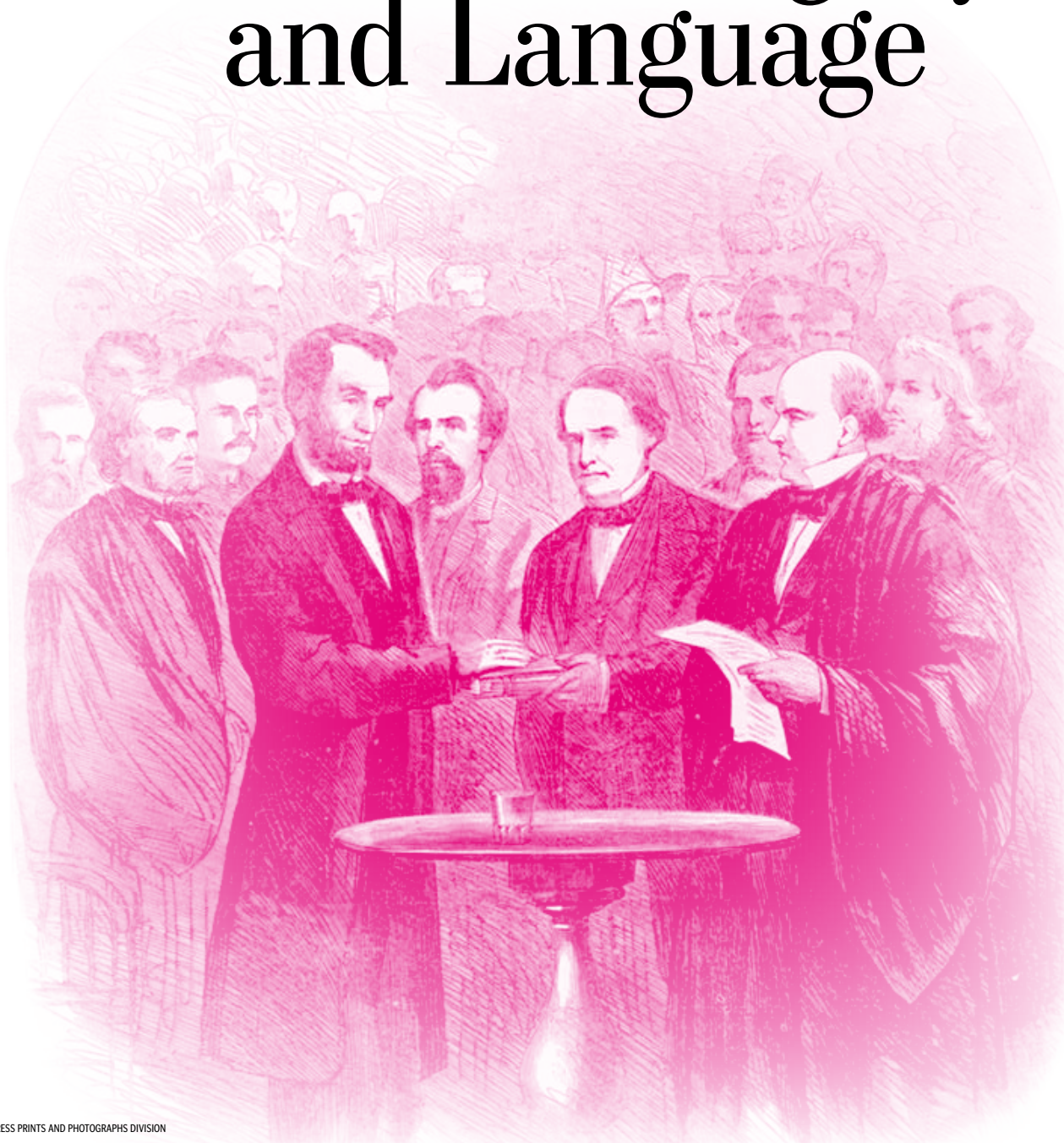


Presidential Legacy and Language



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An Integrated Curriculum For The Washington Post Newspaper In Education Program

About Presidential Legacy and Language

Frederick Douglass said Lincoln was “the first great man that I talked with in the United States freely, who in no single instance reminded me of the difference between himself and myself, of the difference of color.” During the bicentennial celebration of Lincoln’s birth, attention will be paid to what his contemporaries said about him, his character and the legacy he gave to Americans and citizens of the world.

Lincoln’s legacy of principled leadership in a time of war, his homely humor and eloquence in expressing ideas of freedom and national unity (“last, best hope of earth”) have placed the assassinated president among the most admired. Barack Obama’s reverence for Lincoln, certain parallels in their lives and the fulfillment of Lincoln’s emancipation in the election of an African American as president, make the study of inaugural addresses and presidential legacies timely areas of study.

Study of presidential language includes the oath of office, the style and substance of the inaugural address, and the writers of their speeches.

In this NIE guide, teachers will find resources and worksheets to guide close reading of past presidents’ and Obama’s 2009 addresses, to report on Inauguration Day, to study Lincoln’s legacy and to test one’s knowledge of past inaugurations. Reprinted *Post* articles cover the Lincoln-Obama connection, the role of the speechwriter, Lincoln’s cottage and conservation of artifacts, another dimension of preserving a legacy.

A reminder to *Post* INSIDE program teachers: If you plan to use articles in this guide in the e-Replica format more than three months after their publication date, remember to bookmark them to use this school year. “Blog This Page” in this guide gives you guidelines for sharing articles or pages from the e-Replica *Post*.



Lesson: The Constitution provides the framework for the inauguration of a president, but the individual adds his own mark on the ceremony, expresses his philosophy in his address and begins his legacy that may impact the lives of future generations and the character of American society.

Level: Middle to High

Subjects: English, Government, Speech

Related Activity: Journalism, U.S. History

NIE Online Guide

Editor Carol Lange

Art Editor Carol Porter

Contributing to this guide: Steven King, Shepherd Elementary School, D.C., provided the “What’s the Weather?” activity.

Send comments about this guide to:
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Cover image: President Lincoln taking the oath at his second inauguration, March 4, 1865.

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Presidential Legacy and Language

Articles reprinted in this guide and suggested activities provide teachers with the resources to study constitutional provisions for taking the oath of office, past ceremonies and presidential inaugural addresses in preparation for the January 20, 2009, inaugural ceremony. In addition, resources are included to study Abraham Lincoln's legacy during this bicentennial year of celebration.

Look at Legacy

Define legacy — something handed down to a successor, beginning with money, property or items left in a will and going beyond. What may be left in a will? What items have been passed down for several generations in students' families?

As one administration leaves and another takes office, questions are asked about the legacy of the departing president. Discuss with students the legacy of George W. Bush. Tangible policies, actions taken, and attitudes towards government and its relation to citizens and non-citizens help form a legacy.

Consider Lincoln's Legacy

During this bicentennial year celebrating Lincoln's birth much will be said about Lincoln's character, eloquence, leadership and legacy. With the election of Barack Obama, also a lawyer and politician from Illinois (neither was born there), the parallels in their lives, the civil rights aspirations that Obama realizes, and the inspiration Lincoln provides will also be discussed.

Make a list of admirable (and not so admirable) qualities of Lincoln and his administration. Define legacy. From our Founding Fathers, we have a legacy of guaranteed freedoms. What actions, ideals and values of Lincoln form his legacy?

Use "Lincoln's Legacy," an

activity sheet provided in this guide, to explore his impact on our country, other presidents and individuals. This activity may be done by individual students or in groups. Teachers might assign the categories so all are covered. The word count for the essay is not stated so teachers can determine the appropriate length for their students. This could also be assigned as a feature article to appear in the student newspaper as part of the Lincoln bicentennial. The sidebars in this guide provide resources that will be helpful in completing this assignment.

Read "A Familiar Precedent for a President." Use *The Post* article as a springboard to

- Discuss other presidents who have looked to Lincoln with admiration
- Make a list of ways Lincoln and Obama have followed similar paths
- Consider what Obama can learn from Lincoln
- Select a quotation from Lincoln that might guide Obama in his presidency

During the year of Lincoln's bicentennial collect articles in *The Post* that cover the legacy of Lincoln for citizens of the U.S. and world. Look for special Lincoln coverage in February.

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Inaugural Addresses

www.bartleby.com/124/

Inaugural Addresses of the Presidents of the United States

The Bartleby project provides text of addresses from George Washington (first and second) to George W. Bush (first and second), and where and when given, administrator of the oath of office and other circumstances.

www.presidency.ucsb.edu/inaugurals.php

The American Presidency Project

In addition to the inaugural addresses, this site's document archives includes public papers, State of the Union messages, radio addresses and Fireside chats, administration policy statements and party platforms. Links to Presidential Libraries.

<http://avalon.law.yale.edu/>

The Avalon Project

The Avalon Project of the Yale Law School makes available documents in law, history and diplomacy. Select Document Collections. Scroll to "Inaugural Addresses of the Presidents." Text of addresses from George Washington to George W. Bush (2001).

www.homeofheroes.com/presidents/inaugural/index.html

Inaugural Addresses of Our Presidents

In addition to the texts of the inaugural addresses, site explains why certain presidents did not give addresses. Official portraits of all American presidents are used; click on each image for biographical data.

Russell, John

The Complete Book of Inaugural Addresses of the Presidents of the United States: From George Washington to George W. Bush — 1789 to 2001

iUniverse Publishing, 2001

Book includes First Lady photos, cultural picture of the time period, and speeches of Al Gore and George W. Bush concerning the Florida recount of the 2000 election

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Preserve a Presidency

Textile conservators' work on Lincoln's bloodstained overcoat provides a case study for the care, chemistry and potential casualties involved in balancing the public's desire to see artifacts and preserving them for posterity.

Inaugural addresses, State of the Union speeches, photographs and sound recordings are all part of the archives that tell the story of a presidency. The popular First Ladies gown exhibit at the Smithsonian Museum of American History is evidence of the public's desire to see and connect with the past.

How are these items maintained and displayed, if at all? Read "Textile Experts Say Lincoln's Coat Shouldn't See Light of Day." Discussion would include:

- In what ways do light and gravity harm fabric?
- What will be done to protect the clothing worn by Lincoln?
- What did Mary Todd Lincoln do with the president's clothes after he died?
- How did Ford's Theatre acquire the garments worn by Lincoln?
- Is Brooks Brothers still in business? Would an exact replica of Lincoln's overcoat (without the bloodstains) be acceptable for display?
- What would students do? Of the people interviewed, which makes the best argument?

This article works well in both history, science and career units of study.

Take an Oath (or Affirmation)

In preparation for Inauguration Day, review Article II, Section 1 of the U.S. Constitution. This section ends with the Oath or Affirmation

taken before the individual may "enter on the Execution of his Office."

- What is the importance of every president repeating the words of the oath since George Washington took office on April 30, 1789, in New York City?
- Why is the public viewing of the president taking the oath important?
- Washington added the words "so help me God" and used a Bible on which to place his hand. What values do these actions express?
- The chief justice of the U.S. has administered the oath of office for most presidents. What is the symbolic significance of this relationship?
- The Constitution offers the option of using the verb "swear" or "affirm" when taking the oath. What is the difference in meaning of the two verbs? What is the difference in connotation? (Because of his religious principles, Franklin Pierce used "affirm.")
- When the president takes the oath he has a duty to defend the Constitution. What does this mean? In their response, students should cite two items from the Constitution that they think are of particular importance at this time in America's history.

Meet a Speechwriter

"Helping to Write History" goes behind the scenes into the world of words and political speeches. On the practical side, one asks how could a candidate or office holder with a busy schedule have time to sit quietly to write a meaningful, eloquent speech? On the cynical side, one may ask how much of what is delivered by an office

Lincoln's Legacy

www.nps.gov/liho/historyculture/legacy.htm

Lincoln's Legacy

National Park Service answers: What should we remember about Abraham Lincoln?

www.lincolnbicentennial.gov/

Lincoln Bicentennial 1809-2009

Official site of celebration includes calendar, timelines, National Teach-In and teachers guide, community projects

www.teachingwithlincoln.com/

Teaching With Lincoln

Teaching with Primary Sources consortium incorporates Library of Congress digital resources.

www.nps.gov/archive/libo/page_lbnm.htm

Lincoln Boyhood National Memorial

National Park Service living historical farm in Indiana

www.lincolnlibraryandmuseum.com/

Abraham Lincoln Presidential Library and Museum

Located in Springfield, Ill., an interactive museum with archive, library and theatre

www.mrlincolnandfriends.org/

Mr. Lincoln & Friends

The Lincoln Institute introduces the politicians, journalists, cabinet and others who knew Lincoln. Maps of White House in Lincoln's time, Lincoln's assassination and D.C. in Lincoln's time.

www.thelincolnlegacy.org/

The Lincoln Legacy: Presidential Years

Online exhibit; read Lincoln and Whitman before studying "O Captain! My Captain!" "When Lilacs Last in the Dooryard Bloom'd" and *Leaves of Grass*.

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holder is written by the individual? This article gives insight into the process.

Readers meet Jon Favreau, the 27-year-old designated to be the chief speechwriter in the Obama administration. Discussion would include:

- What is the usual process for drafting and finalizing a speech?
- How involved is Obama in the process?
- What theme has been selected for the inaugural address?
- How long should listeners expect the speech to be?
- Would you want to listen to and study past inaugural speeches before writing one?
- In what ways is writing a major speech a team collaboration?
- What is the personal impact of being a speechwriter at this level of exposure?

If time allows, teachers could have student teams draft an inaugural address. This could be done after studying past inaugural addresses and annotating Lincoln's Second Inaugural Address.

This is also a good article to use in a careers unit of study.

Pursue Inaugural Trivia

See what students and teachers know about past inaugurals. Give students "What Do You Know About Presidential Inaugurals?" This quiz should test knowledge of time periods, advances in technology and presidents.

Study Past Inaugural Addresses

Several Web sites and books (see sidebar "Inaugural Addresses") provide full texts for this study. To gain a perspective on the expectations and topics covered in an inaugural address, review past

addresses. As a class you might read Washington's first address and his second (the shortest given by a president), Lincoln's second, Kennedy's only and one of FDR's four addresses. These will provide glimpses of four individuals and time periods in American history.

For your convenience, addresses of Lincoln and Kennedy are included in this guide. You may wish to use some of the questions in "Addressing the Inaugural Address," found in this guide, as you read these documents. Kennedy's address may also be accompanied with a sound recording of his delivery (www.jfklibrary.org/Historical+Resources/Archives/Reference+Desk/Speeches/JFK/003POF03Inaugural01201961.htm).

Annotating an address will take more time, but reveal more about the structure, order, conveyance of perspectives and themes, and style. Both Kennedy's speech and Lincoln's Second Address yield a rich texture and content.

Annotate Lincoln's Second Address

Described as one of the most important addresses, Lincoln's Second Inaugural Address is one of the shortest delivered by a president. *The London Spectator* evaluated the speech: "We cannot read it without a renewed conviction that it is the noblest political document known to history, and should have for the nation and the statesmen he left behind him something of a sacred and almost prophetic character." Annotation of Lincoln's speech works well for class as well as individual work. Use "Annotate Lincoln's Second Inaugural Address" for this activity.

Lincoln in D.C.

www.nps.gov/linc/

Lincoln Memorial

Distinctive monument on the west end of the National Mall

www.nps.gov/foth/

Ford's Theatre National Historic Site

Planned to reopen in Feb. 2009 after renovation of theatre and museum

www.frommers.com/destinations/washingtondc/A21266.html

Petersen House

"House Where Lincoln Died," across the street from Ford's Theatre, 516 10th St. NW, (202) 426-6924

www.lincolncottage.org/

President Lincoln's Cottage

Located on the Soldier's Home campus, home where Lincoln and his family lived during the Civil War. Guided tours.

www.archives.gov/exhibits/featured_documents/emancipation_proclamation

National Archives

The original of the Emancipation Proclamation, Jan. 1, 1863, is in the National Archives.

www.nps.gov/history/NR/travel/wash/dc25.htm

Blair House

Private residence of first surgeon general, home of Montgomery Blair and meeting place for Lincoln, official state guest house for U.S. presidents. Portrait of Lincoln in the White House painted by E.D. Marchant during the Civil War hangs in the house.

www.dnr.state.md.us/publiclands/ptlookouthistory.html

Fort Lincoln

Civil War fortification near present Point Lookout State Park (Md.)

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Study Obama's Address

Use the print or e-Replica *Post* to obtain a copy of Barack Obama's inaugural address. "Addressing the Inaugural Address" in this guide is provided as a guide to a close reading of the speech. In addition to answering the questions in this guide, students could be asked to annotate the speech in more detail. See above sections for some ideas.

Remember Inaugural Day

For younger students, "The Inauguration of a U.S. President" is included in this guide. Students record information as they view the historic ceremony and experience the day. Students might be asked to draw a picture of one scene from the day.

Students may also become the poets invited to read at the ceremony. Write acrostic or symbolic poems to commemorate the event.

A chart is included in this guide for students to collect data about the weather that has taken place on inaugural days.

- How did weather influence plans? For example, Ronald Reagan's second inaugural fell on the coldest recorded Inaugural Day and had to move inside.
- Find the weather forecast for Inaugural Day in D.C. How might it affect plans for the day?

Compare Front Pages

The Washington Post printed 350,000 additional copies of its Nov. 5 commemorative edition after selling out 350,000 copies of its special edition. Just as they did the day after the 2008 elections, *The Post* and other major newspapers will run thousands of additional copies and prepare special editions. The public

wants to save print editions when historic events take place. Study the front page. What elements of the front page let the reader know its not just another news day?

- What appears above the fold? A banner headline? Photograph?
- What is the lead story?
- Give the who, what, and where of the photographs that are used. Why do students think they were selected?

Go to the Newseum Web site (www.newseum.org) and select Today's Front Pages (View Archived Pages, after Jan. 21) to review the headlines, photographs and coverage of January 21, 2009, from more than 400 front pages in all the states and 39 countries. In View Archived Pages, national and international pages are preserved to "chronicle events of historical significance."

- Does the inauguration of the U.S. president not appear in any of the papers?
- Note coverage in different parts of the world
- Compare coverage in different regions of the U.S.
- Pull out an election map (found also on some Nov. 5 archived front pages) and contrast coverage in "red" and "blue" states.

Read the Op-Ed Pages

On January 21, read the op-ed pages of *The Post* and two other newspapers. What do editorial writers say about Obama's Inaugural Address? On what areas do they agree? Disagree?

What do commentators say about the inaugural ceremony and address, parade and other events of Jan. 20? If you have followed coverage prior to Inauguration Day, you might compare and contrast comments.

Remembering Lincoln

www.npg.si.edu/exhibit/lincoln/

National Portrait Gallery

Exhibit: One Life: The Mask of Lincoln Exhibit draws on the gallery's extensive collection of Lincoln portraits; includes some rarely seen works. Online exhibit includes lesson plans, grades 4-12, using art, photography and music. View video: www.gosmithsonian.com/multimedia/videos/lincoln-vid.html Current to 7-5-09

<http://americanhistory.si.edu/exhibitions/exhibition.cfm?key=38&exkey=1210>

National Museum of American History

Abraham Lincoln: An Extraordinary Life Museum brings together for the first time its unparalleled Lincoln collection. Each object has a personal story told by Lincoln and the people who knew him. 1-16-08 to Jan. 2011

<http://americanart.si.edu/>

Smithsonian American Art Museum

The Honor of Your Company Is Requested: President Lincoln's Inaugural Ball His second inaugural ball took place on March 6, 1865, in the museum's home. Current to 1-18-09

www.gosmithsonian.com/museums/national-postal-museum

National Postal Museum

Abraham Lincoln Certified Plate Proofs Current to Oct. 2010

www.smithsonianeducation.org/educators/professional_development/conference/2009/lincoln/sessions.html

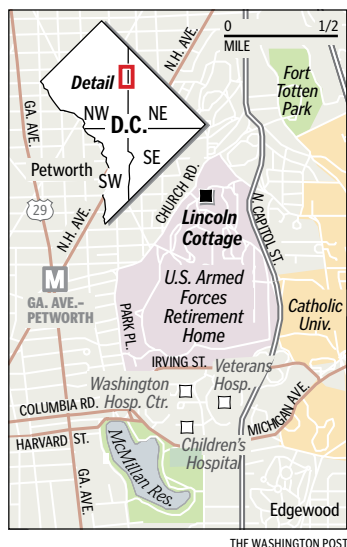
Abraham Lincoln

Smithsonian Education Online Conference Series includes Lincoln's Deathbed, Stamp Stories and Mask of Lincoln, The Enduring Emancipation: From President Lincoln to President Obama.

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**Use e-Replica**

The e-Replica format of *The Washington Post* has many features to enhance the reading experience. The BLOG feature is the focus of the “Blog This Page” activity found in this guide. Ideas for using a blog are included.

Visit Lincoln in D.C.

Either take a virtual tour or a field trip to one or more of the sights associated with Abraham Lincoln. The sidebar, “Lincoln in D.C.,” gives Web addresses and brief information about seven places. Read “Seven-Year Restoration of Lincoln Refuge Finished” by Michael Ruane. The Metro section article tells of the history of the cottage where Lincoln and his family lived in the summer after the death of his son during the Civil War and its current restoration.

Discussion might include:

- Who originally built the cottage?
- Why was this location selected?

Read KidsPost Watch KidsPost for articles about the men who built the U.S. Capitol and the presidents.

- What was the emotional state of the Lincolns when they moved into the cottage in the summer of 1862?
- For what purpose did the government purchase the land in 1851?
- Give three examples of Lincoln confronting death included in this article?
- What character traits of Lincoln are included in the anecdote that Ruane uses to bookend his article?
- May the public visit the cottage?

During the bicentennial celebration of Lincoln’s birth, there are also many special exhibits that offer an opportunity to view artifacts and artwork and gain perspective on Lincoln. See “Remembering Lincoln” sidebar for a list

Outfit an Inaugural Party

People want to look their best when going to special events. *The Post* advertising and Style section can help to make the best purchases. Activities might include:

- Find the perfect outfit for the Obama family to wear to an Inaugural Ball. Include a gown for Michelle Obama and party dresses for Malia, Sasha and their grandmother. They will need shoes, jewelry, hair accessories and a coat for each. What style tuxedo should President Obama wear? He’ll also need shoes, shirt, tie, cuff links and a coat. Clip the articles and ads.
- Plan the budget for your parents or friends to attend a gala event. Look in the ads for the best prices. Include the option to rent a tuxedo. Include tickets to the ball (\$100 each), parking (\$30), having hair and nails done, and party attire. Clip advertisements to show the comparison shopping.

Remembering Lincoln | *continued*

www.whitehousehistory.org/04/subs/04_b_1863.html

Abraham Lincoln and the Emancipation Proclamation

The White House Historical Association, using art to study the past lesson, focuses on artwork as historical artifact

www.washington.org/lincolnindc/

Living the Legacy: Lincoln in Washington

January through April 2009, exhibits, lectures, performances and special events exploring the life of the 16th president and his years in the nation’s capital

<http://lcweb2.loc.gov/ammem/alhtml/alhome.html>

Mr. Lincoln’s Virtual Library

Two collections of manuscripts at the Library of Congress: “Abraham Lincoln Papers” and “We’ll Sing to Abe Our Song,” more than 200 sheet-music compositions themed on Lincoln and the war

www.gilderlehrman.org/institute/index.html

The Gilder Lehrman Institute

History resources include online exhibits, Slavery Center and podcasts

www.sonofthesouth.net/leefoundation/civil-war/1865/president-abraham-lincoln.htm

President Abraham Lincoln

A commercial site that has articles and images from *Harper’s Weekly*, May 6, 1865

What Do You Know About Presidential Inaugurals?

Presidents and Cities in Which They Took the Oath of Office

- | | |
|------------------------------|----------------------|
| _____ 1. Dallas, Texas | a. John Adams |
| _____ 2. New York City | b. Calvin Coolidge |
| _____ 3. Philadelphia, Penn. | c. Thomas Jefferson |
| _____ 4. Plymouth, Vermont | d. Lyndon B. Johnson |
| _____ 5. Washington, D.C. | e. George Washington |

Presidents and Their Inaugurations

- | | |
|---------------------------------|---|
| _____ 6. Dwight D. Eisenhower | a. Delivered the first outdoor inaugural address |
| _____ 7. William Henry Harrison | b. First ceremony held on the West front of the Capitol |
| _____ 8. Andrew Jackson | c. Delivered the longest address in a snowstorm |
| _____ 9. James Monroe | d. Used "to affirm" rather than "to swear" when he took the oath of office |
| _____ 10. Franklin Pierce | e. His ceremony was the first held on the East Portico of the Capitol |
| _____ 11. Ronald Reagan | f. First president to recite his own prayer after taking the oath, rather than kiss the Bible |

Inaugurations and Technology

- | | |
|------------------------------|--|
| _____ 12. James Buchanan | a. First ceremony broadcast on radio (1925) |
| _____ 13. William J. Clinton | b. First ceremony to be televised (1949) |
| _____ 14. Calvin Coolidge | c. First ceremony broadcast live on Internet (1997) |
| _____ 15. Warren G. Harding | d. First inauguration to be photographed (1857) |
| _____ 16. James Knox Polk | e. First automobile used in a ceremony (1921) |
| _____ 17. Harry S. Truman | f. Events of ceremony were telegraphed by Samuel Morse to Baltimore (1845) |

Legalities

From George Washington's second inauguration until the second inauguration of

18. _____ (name), the president was sworn into office on
19. _____ (date).

When this date fell on a Sunday in 1817, the inaugural ceremony for

20. _____ (name) took place on Monday.

The second time this took place in 1849, people questioned whether the country was without a president for a day.

The 21. _____ (number) amendment to the Constitution changed inaugural day to

- 22a. _____ (month, day). 22b. What was the purpose of this date change?



William H. Taft and Theodore Roosevelt driving to the Capitol,
March 4, 1909.

GEORGE GRANTHAM BAIN COLLECTION, LIBRARY OF CONGRESS

The Chief Justice

23. First president to be administered the oath of office by the Chief Justice of the U.S.
24. Which Chief Justice of the United States administered the oath of office nine times?
25. Which former president administered the oath of office?

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ANSWERS What Do You Know About Presidential Inaugurals?

1. d, after the assassination of President John F. Kennedy. First time a woman administered the oath of office — U.S. District Judge Sarah T. Hughes on Air Force One.
2. e
3. a and e
4. b. Upon the death of President Harding, Coolidge was administered the oath of office by his father, a justice of the peace and a notary, in the family living room.
5. c. This was the first inauguration to take place in D.C.
6. f
7. c. This led to his death within a month after the inauguration.
8. e
9. a. This was due to the Capitol being set on fire by the British.
10. d. A religious man, Pierce chose to use “affirm”
11. b. This provided the sweeping view of the National Mall and room for more to witness the ceremony in person.
12. d
13. c
14. a. Broadcast nationally on radio.
15. e
16. f. Polk’s was also the first inauguration known to be featured in a newspaper illustration (*Illustrated London News*)
17. b
18. Franklin Delano Roosevelt
19. March 4
20. James Monroe
21. 20th
22. a. January 20; b. reduce the number of days that lame duck legislators were passing legislation
23. John Adams
24. Chief Justice John Marshall, from Thomas Jefferson through Andrew Jackson
25. William Taft became Chief Justice of the Supreme Court after he was president. He administered the oath of office to Calvin Coolidge (1925) and Herbert Hoover (1929).



LYNDON BAINES JOHNSON LIBRARY AND MUSEUM

Right, FDR's fourth inauguration took place at The White House's South Portico.



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Name _____ Date _____

What's the Weather?

Everyone hopes for an Inaugural Day that is sunny without snowfall, freezing rain or other inclement conditions. Before Lincoln's second inauguration rain poured and the streets of D.C. were muddy, but for the ceremony, the sun broke through the clouds. For several presidents, weather conditions forced a change of plans to an indoor inaugural ceremony.

Fill in the chart with accurate information.

President	Date and Location of the Inauguration	Temperature at Noon	Describe the Weather	Impact on the Ceremony
Jimmy Carter				
Richard Nixon				
Harry S. Truman				
Franklin D. Roosevelt				
Ronald Reagan				
Lyndon Baines Johnson				
John F. Kennedy				

The Farmer's Almanac online (<http://www.almanac.com/weatherhistory/>) allows you to put in a month, day and year to retrieve weather conditions from 1946 to present. Use 20500 for the zip code. (It's the White House zip code.) For the date of each inauguration visit Bartleby.com (www.bartleby.com/124/ or <http://memory.loc.gov/ammem/pihtml/pioaths.html>)

Annotate Abraham Lincoln's Second Inaugural Address

Abraham Lincoln was a war-time president. He had served as commander in chief and visited officers and soldiers in camp. After four years, the Civil War was drawing to a close and many wondered what he would say in his inaugural address. On a rainy March 4, 1865, more than 30,000 are reported to have made their way through the muddy streets of Washington to hear Lincoln speak and take the oath of office as the 16th president of the United States of America.



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Alexander Gardner photograph of President Lincoln delivering his second inaugural address on the East Portico of the U.S. Capitol.

1. How many paragraphs comprise the speech? Why do you think Lincoln wrote such a short inaugural address?

Read only the first paragraph

2. Why does Lincoln say there is no need for a lengthy speech?
3. What does "Then" in the second sentence refer? What was happening "then"?
4. Is the Civil War over? ["great contest which still absorbs the attention and engrosses the energies"]
5. Lincoln addresses "Fellow-Countrymen." Do you think he meant Northerners and Southerners? What influence does intended audience have on the last two sentences of this paragraph?

Read the second paragraph

6. What time perspective and allusion is provided?
7. To whom is he referring when he uses terms such as "urgent agents," "both parties," "one of them," and "the other"? Why do you think he does not directly name sides?
8. What purpose does the use of "all" and "both" serve?
9. What is the import and impact of the last four words: "and the war came"?

Read the third, and longest, paragraph

10. According to Lincoln, what is true of both sides of the conflict?
11. Why does Lincoln include slavery if this is meant to be a speech of conciliation?
12. Count the number of times the word "war" and other phrases or words that refer to war have appeared in the first three paragraphs. Has the war become central to his message in this third paragraph? Explain your answer.
13. Washington, D.C., was very much in the midst of the war. A ring of forts provided extra protection. Does Lincoln sound like a commander in chief about to claim victory? Explain your answer with phrases from the address.
14. There are religious allusions, reference to God and quotations from the Bible. Look at what he has said before stating, "The Almighty has His own purposes." What is the contrast he achieves? Why do you think Lincoln chose the scripture he quoted next?

Read the fourth, and last, paragraph

15. This is a much quoted passage. Note that it is one sentence. Give an example of parallel structure that helps the sentence to read smoothly.
16. Discuss the attitudes expressed in the three prepositional phrases that begin the sentence.
17. The main verb in the sentence is "strive." What does "strive" mean? What kind of attitude and action is involved in "striving"?
18. In what endeavors are "us" to be involved? Who are "us" and "ourselves"?
19. Why do you think Lincoln added "with all nations" when the speech has been directed toward citizens that needed to be reconciled into one nation?
20. What legacy of Lincoln is expressed in his inaugural address?

Addressing the Inaugural Address

The Constitution of the United States prescribes the words to be repeated when an individual takes the oath of office to become the President of the United States. All must take this oath, but not every president has given an inaugural address. The content of those that have been given reflects the individual, the existing national and world conditions and American culture. George Washington's second inaugural address was two short paragraphs; William Henry Harrison took over one and a half hours to give his speech in a snowstorm.

On January 20, 2009, Barack Obama becomes the 44th President of the United States. Read and reflect on his inaugural address. Write your responses to the following questions on your own paper.



AP PHOTO/GERALD HERBERT

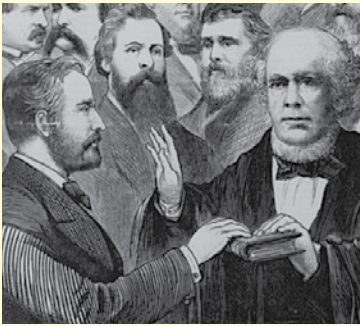
**Barack Obama, 44th President
of the United States.**

1. Put the speech in the context of the day. *In 1-3 paragraphs summarize the setting as if you are a reporter covering the event. You may include some of the following:*
 - a. What was the weather like?
 - b. Who are some of the people who were on the stand?
 - c. Where and when at the Capitol was the oath of office administered?
 - d. Who administered the oath of office?
 - e. Were one or more Bibles used? Whose Bible was used?
 - f. Did the president stand alone when taking the oath of office?
 - g. Select two to four significant parts of the inaugural ceremony to remember.
 - h. What is the historic significance of this inauguration?
2. Read the inaugural address delivered by President Barack Obama on Tuesday, January 20, 2009. *To whom does he address his message?*
3. Outline main segments of the speech.
4. A speaker uses rhetorical devices and structure to convey ideas. *Find examples of the following:*
 - a. Parallel structure
 - b. Repetition of words or phrases
 - c. Comparison
 - d. Contrast
5. A speaker refers to other times, people or events to assist listeners in understanding the present circumstances that the country and his administration face. *Find examples of the following:*
 - a. Reference to previous presidents
 - b. Reference to historical events
 - c. Reference to actions
6. A speaker may quote another person, scripture or literary work. *Has President Obama included quotations in his speech? If yes, from what source? Is the quotation(s) effective in supporting his idea?*
7. Current national and international conditions influence what a president includes in the inaugural address. He may include the economic crisis, education issues, health and safety concerns, religious and racial relations, political and civil unrest, insurgency and war. He may make reference to a campaign promise. *Give three to five specific examples from Obama's speech. Does he give an indication of how his administration will address them?*

Addressing the Inaugural Address | *continued*

8. Select one theme that the new president presents. Previous presidents have expressed certain values in the themes of their speeches. These have included liberty, personal responsibility, civil rights, truth and courage.
 - a. Find the first place that the theme you have selected is implied or directly stated.
 - b. In what way(s) does he develop this theme?
 - c. State a line or phrase that indicates why the president believes this concept is important to the American people or citizens of the world.
 - d. Do you agree or disagree with the significance of this theme? Explain.
9. Review the last paragraphs of the inaugural address. Is there an inspirational ending? An admonition to action? A promise?
10. Did President Obama include the areas that you wanted him to cover?
 - a. If he did not include an area of concern to you, what is it? What would you have said?
 - b. If he did cover all areas, what do you think is his strongest point? Explain why you like how he stated it?

OATH OF OFFICE



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**Swearing in of Ulysses S. Grant
as the 18th U.S. president.**

“I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States.”

— Article II, Section I, U.S. Constitution

Each president recites the oath in accordance with the constitutional requirement.

- What is the importance of every president repeating the words of the oath since George Washington took office on April 30, 1789, in New York City?
- Why is the public viewing of the president taking the oath important?
- Washington added the words “so help me God” and used a Bible on which to place his hand. What values do these actions express?
- The chief justice of the U.S. has administered the oath of office for most presidents. What is the symbolic significance of this relationship?
- The Constitution offers the option of using the verb “swear” or “affirm” when taking the oath. What is the difference in meaning of the two verbs? What is the difference in connotation?
- When the president takes the oath he has a duty to defend the Constitution. What does this mean? In your response, cite two items from the document that you think are of particular importance at this time in America’s history.

Lincoln's Legacy



**Abraham Lincoln, 16th President
of the United States.**

Families, countries and civilizations may benefit or suffer from the legacies handed down from one generation to the next. A piece of jewelry, great-great-grandma's recipe, a family retreat, farm or business may be given to the next generation in a family to protect and enjoy.

Legacies go beyond physical items to attitudes, relations and values. In some countries, slavery, binding class structures and animosities along ethnic, religious and racial lines may be inherited. In other cultures, respect for elders, a reverence for the environment and distinctive musical expression may be part of their legacy.

A president also provides a legacy. It is a legacy to the next administration or those decades later, to the citizens of the United States or the world. As the bicentennial of Abraham Lincoln's birth is celebrated in 2009, attention is drawn to his legacy. Tangible policies, actions taken, and attitudes towards government and its relation to citizens and non-citizens help form a legacy.

Your Assignment

Below are categories into which Lincoln's legacy may be grouped.

From the categories of concepts listed below, select one to explore in depth.

1. Inspiration for those of humble origins
2. Political ingenuity
3. Eloquence and love of words
4. Leadership in the time of adversity
5. Enunciation of reconciliation rather than revenge
6. Fulfillment of promises of past generations

Write an essay or feature article in which you explore and explain Lincoln's legacy in the category you have selected.

Give examples of the concept you have selected in Lincoln's actions.

Give examples of the concept you have selected in Lincoln's speeches and letters.

Include quotations from two expert sources to support the concept as a legacy of Lincoln.

If true, include examples of Lincoln's legacy impacting today's American society, presidents and world leaders.

The Inauguration of a U.S. President

Weather

Inauguration days have been sunny, chilly, and freezing cold. The ceremony has taken place in rain and in a snowstorm. *What was the weather on January 20, 2009, in D.C.?*

Important People

Many people witness the official ceremonies. Most see it on TV, but others come to D.C. to the Mall. Some are allowed to sit on the main stage of the ceremony. *Which of the following people were present at the Inaugural Ceremony?*

- ☐ *President George W. Bush*
- ☐ *Vice President Dick Cheney*
- ☐ *Laura Bush*
- ☐ *Jenna and Barbara Bush*

- ☐ *President Barack Obama*
- ☐ *Vice President Joseph Biden*
- ☐ *Michelle Obama*
- ☐ *Malia and Sasha Obama*

Name three more people who were on the platform:

1. _____
2. _____
3. _____

Prayer

The prayer said at the beginning of an important event is called an invocation. *Was an invocation said at the inaugural ceremony?* ☐ *yes* ☐ *no*

If it was given, who said the prayer? _____

Poetry

Some presidents support the arts more than others. One way of showing their support is to include the reading of an original poem during the ceremony. Barack Obama selected a poet to be part of his ceremony.

Who is the poet? _____

What was her poem about? _____

Administration of the Oath

The chief justice of the United States usually states the oath from the U.S. Constitution that is repeated by the president-elect. *Who administered the oath of office?*

Speech

The speech given by the new president is called an Inaugural Address. *Tell about one part of the speech that you liked.*

Blog This Page | First in a Series of Ways to Use the E-Replica Features



Sharing an article on a blog allows teachers to post a particular article or page from the e-Replica *Post* to the class blog that they have created. From the icons on the screen, select the Blog button (as shown to the left.) *The Post* "Submit to" choices are Blogger, LiveJournal, Word Press and MSN Spaces. Teachers can post content to any other blog (other than mentioned in the drop down menu) by copy-pasting HTML source (click on View Source checkbox) in the blog dialog. Some teachers set up a thread within Blackboard that allows only students in a class access.

A graphic of the page will be embedded in the blog and will link back to the e-Replica article or page that was shared. There is a brief summary of the article next to the image when it is placed on the blog.

Here is an example of what a posting looks like:



It is also possible for teachers and students to add a comment prior to posting the article on the blog. Teachers can add comments in the dialog or in the blog Web site when pasting HTML there.

Teachers could

- Post questions that students are to answer after reading the article.
- Ask students to read the article (from an earlier edition) that you have posted and find articles in the last week that update the content.
- Each week assign a different student to select an article for posting. The student is to introduce the article with a brief statement of why it was selected (for example, relation to class study, relevance to your community, influence on teens). This would be followed with a question that other students are to answer after reading the article. This will get students involved in current events, responding to issues and topics, and using technology for educational purposes.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

A Familiar Precedent For a President-Elect

Obama Inspired by, Compared to Lincoln

BY PHILIP RUCKER

Washington Post Staff Writer

• *Originally Published November 19, 2008*

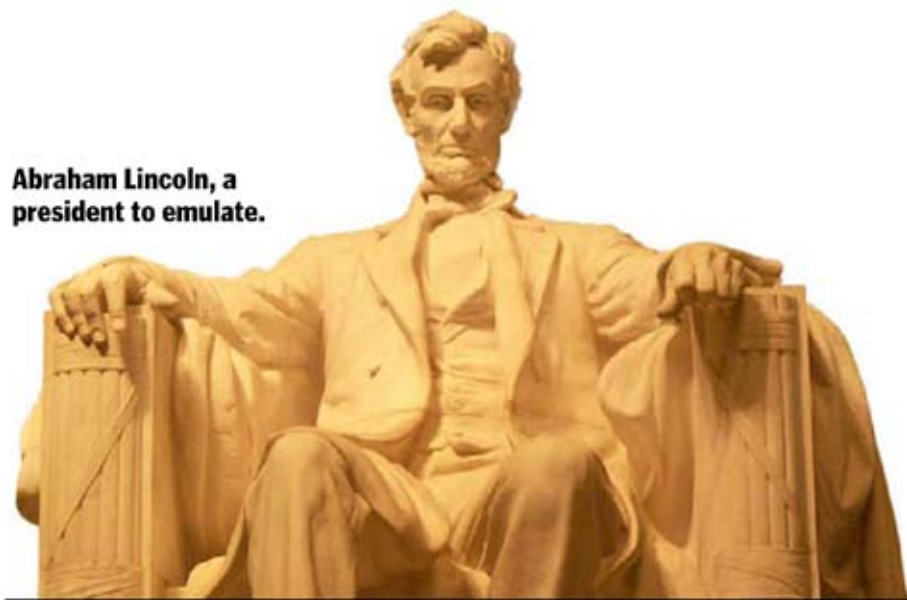
He was a boy with a distant father, raised in a family of modest means. He had a curious intellect, devouring history and memorizing passages from Shakespeare. He became a lawyer and settled in Illinois, where he was elected to the state legislature. With relatively little political experience, he decided to run for president. Few believed he stood a chance of winning a primary campaign against the party's heir apparent, a senator from New York.

But the gangly, bookish Illinoisan galvanized millions across a country in crisis with his soaring rhetoric, speaking in big strokes about transcending partisan politics and creating America as it ought to be. He rose from obscurity to clinch his party's nomination and the presidency. The New York senator returned home deeply disappointed and bitter, having fallen to a shrewd political tactician.

Sound familiar?

The year was 1860, and Abraham Lincoln had narrowly defeated Sen. William H. Seward to become the Republican presidential nominee. After winning the presidency, Lincoln disregarded personal animosity and took the unprecedented move of tapping Seward to be his secretary of state. He appointed two other political adversaries as well: Salmon P. Chase, a handsome widower and Ohio's governor, who resented losing to a man he considered inferior, as secretary of the Treasury; and Edwin M. Stanton, a long-bearded

Abraham Lincoln, a president to emulate.



BY CRAIG HARMON — ASSOCIATED PRESS

Democratic lawyer contemptuous of Lincoln, whom Lincoln inherited as his attorney general but later appointed as secretary of war.

Lincoln chose another foe, Missouri's distinguished elder statesman Edward Bates, to succeed Stanton as attorney general. Bates had considered Lincoln incompetent but eventually concluded that the president was "very near being a perfect man," historian Doris Kearns Goodwin writes in her 2005 book *Team of Rivals*. As the United States splintered toward civil war, the 16th president assembled the most unusual administration in history, bringing together his disgruntled opponents and displaying what Goodwin calls a profound self-awareness and political genius.

As he has been for many of the nation's presidents, including the one

now holding the office, Lincoln is a source of inspiration for Barack Obama, who will be inaugurated Jan. 20. On a chilly morning 21 months ago, Obama launched his long-shot bid for the presidency from the steps of the Old State Capitol in Springfield, Ill. — the same place where a century and a half earlier, Lincoln delivered his historic "House Divided" speech.

And now, Obama is contemplating Lincoln's particular model of presidential leadership as he moves toward assembling his own team of advisers and Cabinet officials. His overtures to his former foes have suggested he may be mulling his own team of rivals, perhaps led by a certain senator from New York as secretary of state. Obama

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met with Hillary Rodham Clinton in Chicago last week.

Since winning the election two weeks ago, he has been reading Lincoln's writings again, Obama said Sunday on CBS's 60 Minutes. "There is a wisdom there and a humility about his approach

to government, even before he was president, that I just find very helpful."

Offers Goodwin: "You can't find a better mentor than Abraham Lincoln."

"Lincoln said, 'The country's in peril. These are the strongest and most able people in the country and I need them by my side,' " she said in an interview. "At first, people wondered whether or

not Lincoln would be overshadowed by Seward. But in the end, Seward ended up becoming his closest friend. ... He went on in history in a more profound way than he ever would have had he stayed just a senator from New York."

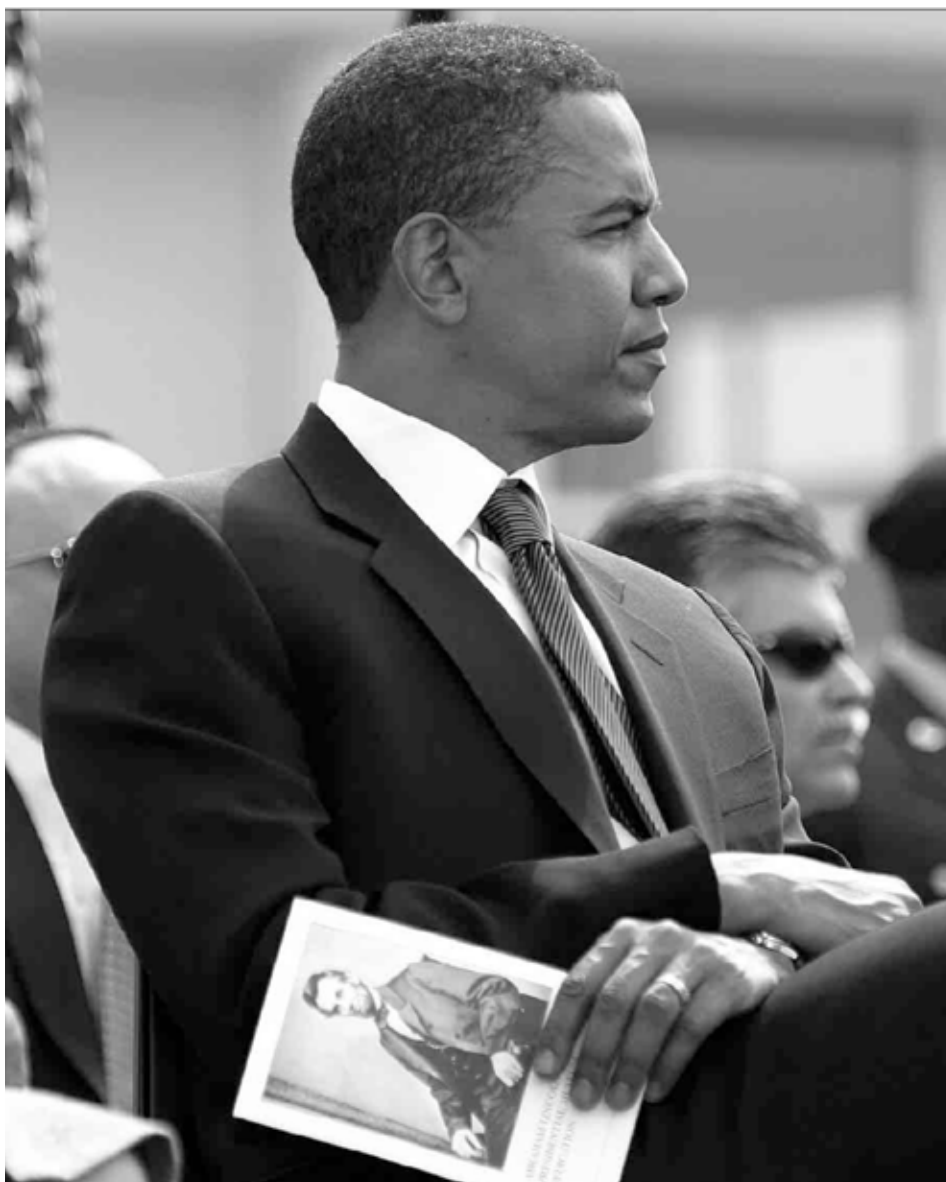
If Lincoln is the president against whom all others are measured, it is in no small measure because he was the greatest politician to occupy the White House, said presidential historian Richard Norton Smith. "Lincoln is a crossroads of character and political shrewdness," said Smith, a scholar-in-residence at George Mason University. By appointing his former rivals, he "displayed a remarkable generosity of spirit. On the other hand, it's a very shrewd attempt to co-opt your potential enemies."

Obama may let it drop that his proverbial desert-island book is Goodwin's 916-page tome, and Garry Trudeau may decree Obama is "The Second Coming of Lincoln" in his "Doonesbury" comic strip, and the president-elect may grace this week's *Newsweek* cover standing in Abe's long shadow.

But Obama's aspirations to become Lincolnesque are hardly original. Many presidents have tried to summon up the man.

Theodore Roosevelt, who as a young boy witnessed Lincoln's funeral, was such a fanatic that when he won the presidency in 1904, historians said, he procured a lock of Lincoln's beard and put it in a ring that he wore at the inauguration.

"It's very natural, it seems to me, that Lincoln would be a model for any president who has the slightest historical consciousness," said Yale historian John Lewis Gaddis. "If you are going to identify with a president, you're probably not going to pick Millard Fillmore."



BY GERALD HERBERT — ASSOCIATED PRESS

The newly elected Sen. Obama attends the dedication of the Lincoln Presidential Library in Springfield, Ill., in April 2005.

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Franklin D. Roosevelt quoted Lincoln to justify the New Deal. Two decades later, Dwight D. Eisenhower quoted Lincoln to justify a smaller federal government. Of course, there was Richard M. Nixon, who at times of despair would retreat to the Lincoln Sitting Room in the White House, and once ventured to the Lincoln Memorial in the dark of night to stand beneath the towering statue of Abe.

George W. Bush has read at least three histories of Lincoln, including Goodwin's. "Lincoln is one of his fascinations," said Gaddis, whom Bush summoned along with other scholars to the White House in 2005 for a private afternoon discussion of Lincoln.

Lincoln, who steered the nation through its darkest days, preserved the Union and emancipated the slaves, holds a particular appeal for presidents governing in times of national crisis.

"Every president in the Oval Office sits and thinks about Lincoln," said historian Douglas Brinkley of Rice University, "because no matter how bad you've got it, he had it worse."

Obama, however, seems to have begun thinking about Lincoln long before he got to the Oval Office.

His favorite image of Lincoln is of a frail, "rough-faced" president looking sorrowful, except that his mouth "is turned ever so slightly into a smile. The smile doesn't negate the sorrow. But it alters tragedy into grace," Obama wrote in an essay published in *Time* in 2005. "On trying days," he said, "the portrait, a reproduction of which hangs in my office, soothes me; it always asks me questions."

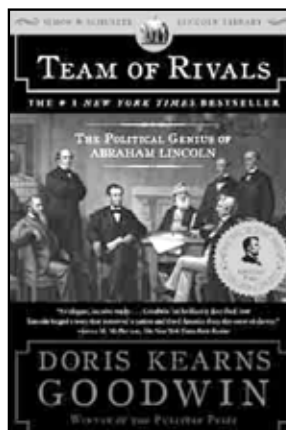
Obama compared Lincoln's rise from poverty, and mastery of language and law, to his own biography, but he also noted that Lincoln was an imperfect man. He often had a morose demeanor and indecisive temperament. "It is precisely those imperfections — and the painful self-awareness of those failings etched in

every crease of his face and reflected in those haunted eyes — that make him so compelling," Obama wrote.

After reading *Team of Rivals*, Obama called Goodwin. The senator wanted to talk about Lincoln, so the author met him in Washington. "You really could see even then a kind of confidence and a thoughtfulness," she said of Obama. (Goodwin's book is back on the paperback bestseller list, although she wonders whether it would have caught on in 2005 had she chosen one of the other titles she was considering: "The Great Unifier," "The American Colossus" and "Master Among Men." She said she always wanted a title more poetic than "Team of Rivals," and was fond of "Master Among Men," but quickly realized "we couldn't use 'Master' because of slavery.")

Former congressman and judge Abner Mikva, a friend and early political mentor of Obama's, said the president-elect identifies more with Lincoln in private than he lets on in public. "He doesn't talk about that because it would sound like he's aggrandizing himself in comparing himself to one of our great presidents," said Mikva, who urged Obama to speak of Lincoln in his announcement speech in Springfield by declaring, "Seven score and four years ago." But he said Obama's campaign advisers nixed the idea.

In recent weeks, Obama has talked with advisers about Lincoln's as a model administration. "All of our latest discussions about Lincoln centered around diversity of thought and vigorous debate on issues and being able to surround yourself with people you disagree with without being disagreeable, because you feel that it's going to lead to a better answer, the best answer," said Marty Nesbitt, one of Obama's closest friends and basketball companions in Chicago.



So why are so many parallels being drawn between Obama and the last president to call Illinois home? Let's consult David Herbert Donald, a Harvard professor emeritus and author of the comprehensive biography *Lincoln*.

Both men "came out of nowhere," said Donald, who is such an exhaustive scholar of the Civil War president that he lives in

the tiny Colonial town of Lincoln, Mass. "They came with great talent in oratory and in writing. They were able to reach out to voters and to people who had not taken much thought in the election prior to that, to say, 'This is important.'"

Richard Carwardine, a Lincoln scholar at Oxford University, said Obama's Lincoln connections go deeper than that. Obama has shown through the long campaign of gains and reverses that he is someone who "is extremely grounded, has a sense of his own strengths and capabilities and who is not afraid of surrounding himself with able people — which was exactly Lincoln's temperament and personality."

In January, Obama will take the oath of office during the bicentennial celebration of Lincoln's birth. When Lincoln departed for his inauguration, he rode a train from Springfield to Washington, stopping in Philadelphia to deliver a speech at Independence Hall.

Yale historian David Blight has "a crazy idea" for Obama's inauguration: "Why not have Obama retrace the train route of Lincoln's journey to Washington? Why not a whistle-stop train ride to Washington? I think that would be an interesting symbolic step."

Obama, of course, already has given a historic speech, on the nature of race in America, in Philadelphia, just steps away from Independence Hall. ■

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THE OBAMA SPEECHWRITER

Helping to Write History

By ELI SASLOW

Washington Post Staff Writer

• Originally Published December 18, 2008

The job requires him to work unnoticed, even in plain view, so Jon Favreau settles into a wooden chair at a busy Starbucks in the center of Penn Quarter. Deadline looms, and he needs to write at least half a page by the end of the day. As the espresso machines whir, Favreau opens his laptop, calls up a document titled “rough draft of inaugural” and goes to work on the most anticipated speech of Barack Obama’s life.

During the campaign, the buzz-cut 27-year-old at the corner table helped write and edit some of the most memorable speeches of any recent presidential candidate. When Obama moves to the White House next month, Favreau will join his staff as the youngest person ever to be selected as chief speechwriter. He helps shape almost every word Obama says, yet the two men have formed a concert so harmonized that Favreau’s own voice disappears.

“He looks like he’s in college and everybody calls him Favs, so you’re like, ‘This guy can’t be for real, right?’” said Ben Rhodes, another Obama speechwriter. “But it doesn’t take long to realize that he’s totally synced up with Obama. ... He has access to everything and everybody. There’s a lot weighing on his shoulders.”

Especially now, as Favreau and the rest of Obama’s young staffers begin a transition that extends far beyond new job titles. Three months ago, Favreau lived in a group house with six friends in Chicago, where he rarely shaved,



BY LOIS RAIMONDO — THE WASHINGTON POST

At 27, Jon Favreau is the youngest person ever to be named chief White House speechwriter. He is working on the inaugural address.

never cooked and sometimes stayed up to play video games until early morning. Now, he has transformed into what one friend called a “Washington political force” — a minor celebrity with a down payment on a Dupont Circle condo, whose silly Facebook photos with a Hillary Rodham Clinton cutout created what passes for controversy in Obama’s so far drama-free transition.

Favreau believes he will transition well if he focuses exclusively on writing, which is why he has buried himself in the inaugural address. He moves while he writes to avoid becoming stale — from the Starbucks, to his windowless transition office, to his new, one-bedroom condo, where the only furniture in place is a blow-up mattress on the hardwood floor. He sometimes

writes until 2 or 3 a.m., fueled by double espresso shots and Red Bull. When deadline nears, a speech consumes him until he works 16-hour days and forgets to call home, do his laundry or pay his bills. He calls it “crashing.”

Last month, Favreau met for an hour in Chicago with Obama and adviser David Axelrod, as is their habit before important speeches. Obama told him to make the inaugural address no longer than 15 or 20 minutes, and they agreed to theme it around, Favreau said, “this moment that we’re in, and the idea that America was founded on certain ideals that we need to take back.” Obama asked for a first draft by Thanksgiving. Favreau explained that he had planned

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a vacation and promised a draft by this week.

During his vacation, Favreau e-mailed notes to himself via BlackBerry while visiting friends in Manhattan and talked about structure at his family's Thanksgiving dinner. He listened to recordings of past inaugural addresses and met with Peggy Noonan, Ronald Reagan's speechwriter, to seek advice. One of Favreau's assistants researched other periods in history when the United States faced crises; another interviewed historians such as David McCullough.

Still more daunting is the list of things Favreau can't think about as he writes the inaugural. He went for a run to the Lincoln Memorial last month and stopped in his tracks when he imagined the mall packed with 3 million people listening to some of his words. A few weeks later, Favreau winced when Obama spokesman Bill Burton reminded him: "Dude, what you're writing is going to be hung up in people's living rooms!"

"If you start thinking about what's at stake, it can get paralyzing," Favreau said.

Obama sometimes jokes that Favreau is not so much a speechwriter as a mind reader. He carries Obama's 1995 autobiography, *Dreams From My Father*, with him almost everywhere and has memorized most of his famous keynote speech from the 2004 Democratic National Convention. He has mastered Obama's writing style — short, elegant sentences — and internalized his boss's tendency toward reflection and ideological balance.

Favreau's job is "to be like a baseball umpire," one co-worker said, and perform his task so deftly that nobody notices him. He listens to Obama tell stories in his office and spins them into developed metaphors, rich in historical context. When Obama delivers a speech on the

road, Favreau studies the recording and notes the points at which Obama departs from the text so he can refine the riffs and incorporate them next time. In four years together, Obama and Favreau have perfected their writing process. Before most speeches, Obama meets with Favreau for an hour to explain what he wants to say. Favreau types notes on his laptop and takes a crack at the first draft. Obama edits and rewrites portions himself — he is the better writer, Favreau insists — and they usually work through final revisions together. If Favreau looks stressed, Obama sometimes reassures him: "Don't worry. I'm a writer, too, and I know that sometimes the muse hits you and sometimes it doesn't. We'll figure it out together."

"The president-elect understands that Jon is a rare talent. He knows what he's got," said Obama spokesman Tommy Vietor, who also worked in the Senate office. "There's a mutual respect and appreciation between them, and the president-elect trusts Jon's instincts and ability. It's a partnership."

They stumbled upon it by accident in 2004, when Obama, just elected to the Senate, needed to hire a speechwriter. He brought Favreau, then 23, into the Senate dining room for an interview on his first day in office. They talked for 30 minutes about harmless topics such as family and baseball before Obama turned serious.

"So," he said. "What's your theory on speechwriting?"

Awkward silence. Favreau, just graduated from Holy Cross, had talked his way onto Sen. John F. Kerry's presidential campaign in 2003 and had become a press assistant, arriving at the office at 3 a.m. to clip newspapers. The speech he had given as class valedictorian circulated around the staff, and Favreau eventually got a shot at speechwriting. He wrote well and rose to the top of

the department, but there was never any time to formulate theories. Now, Favreau looked at Obama and went with his gut.

"A speech can broaden the circle of people who care about this stuff," Favreau said. "How do you say to the average person that's been hurting: 'I hear you. I'm there. Even though you've been so disappointed and cynical about politics in the past, and with good reason, we can move in the right direction. Just give me a chance.'"

"I think this is going to work," Obama said.

Favreau worked for more than two years in Obama's Senate office before moving to Chicago to help with the presidential campaign. He hired speechwriters Rhodes and Adam Frankel — and, a year later, former Clinton speechwriter Sarah Hurwitz — and together they crafted the speeches Obama delivered on the night of each primary.

The writers could sometimes crank out a 1,500-word speech in one or two days, working in Obama's Chicago headquarters almost until sunrise. Sometimes, it took Favreau and his team hours to conceptualize the opening few lines. They gathered in a tiny office and formed sentences out loud, each word mulled and debated, until suddenly — yes! — they could envision the whole speech.

"When we were on, we could finish each other's thoughts," Frankel said. "We knew where we were going next. We were in total alignment on those speeches."

One Saturday night in March, Obama called Favreau and said he wanted to immediately deliver a speech about race. He dictated his unscripted thoughts to Favreau over the phone for 30 minutes — "It would have been a great speech

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right then,” Favreau said — and then asked him to clean it up and write a draft. Favreau put it together, and Obama spent two nights retooling before delivering the address in Philadelphia the following Tuesday.

“So,” Obama told Favreau afterward. “I think that worked.”

Favreau wrote a first draft of the Democratic National Convention acceptance speech, but his boss thought it lacked direction. Obama rewrote it, and it ended up almost 15 minutes too long. Favreau spent three days traveling across the country with Obama so they could trim the speech, editing until a few hours before Obama stepped to the lectern in front of more than 84,000 people in Denver.

For Election Day, Favreau wrote two speeches — one in case of a win and another for a loss. After Obama learned that he had won Pennsylvania and essentially secured the presidency, he called Favreau to make final word edits on the victory address. “Okay, this all sounds good,” Favreau said when Obama finished making his changes. “And hopefully we never have to think about that other one again.”

All told, Favreau spent more than 18 months on almost constant deadline, staying up until 5 a.m. during the financial crisis to craft speeches for the next day and waking up at 8 a.m. to obsess over the daily tracking polls, which he started calling “daily crack.”

When the pressure wore on Favreau, he unwound like a 27-year-old, sending prank e-mails to friends at the Obama offices or playing the video game Rock Band in the Lincoln Park group house he shared with six campaign staffers. He visited Axelrod’s office and sought advice. He called his best friend, Josh Porter, when he felt ready to break down.

“A few times he called at midnight,

sounding just done,” Porter said. “He would be like, ‘I don’t know if I can do this anymore. I’m in over my head. I’m starting to freak out.’”

But there were also moments of euphoria, when Favreau would catch himself choking up while riding in the motorcade or rehearsing with Obama backstage. Before he entered Grant Park on election night, to stand in the VIP section with his parents and younger brother to hear Obama speak, Favreau sent a quick e-mail to Porter at 9:07 p.m. The subject line read: “Dude.”

“We won,” Favreau wrote. “Oh my God.”

Two weeks after the election, Favreau accepted a new job that essentially came with a new life. He moved back to Washington, hired a real estate agent, bought his first apartment and ordered furniture from Pottery Barn that sits unopened in nine boxes lined against his wall. He will need to buy more jackets and ties to replace his preferred outfit of jeans and a sweater. Friends joke that Favreau suddenly turned 40 this year — but he still shows flashes of 27.

At a party at his parents’ house over Thanksgiving vacation, he danced and posed awkwardly next to a cardboard cutout of Clinton. A buddy uploaded photos onto Facebook, reporters discovered them, and suddenly experts were debating Favreau’s maturity on television. Favreau called Clinton and Obama to apologize. They told him not to worry, but he still does.

How is this supposed to work, anyway? Do Favreau and the rest of Obama’s young staffers transform to meet the formalities of the White House, or does the White House change to accommodate them? For almost two years during the campaign, Favreau and his speechwriting staff came to work in jeans and communicated via instant messaging. When they needed to write, they crammed together into a closet-size room, feet on the table,

downing energy drinks and ordering takeout late into the night.

“We were always informal — that’s Fav’s style,” said Rhodes, one of the speechwriters. “I don’t think he ever scheduled a meeting where we all sat down at a table and said, ‘Here’s what we have to do this week.’ And if he had, we probably would have laughed at him.”

But now Favreau and the other senior speechwriters are preparing to move into separate offices and expand their staff. Favreau expects to hire four or five more writers — including a few who focus on foreign policy — and he’s unsure how to manage them. “My biggest strength isn’t the organization thing,” he said. A few of the other speechwriters have volunteered to help train and direct new hires.

Obama’s speeches are likely to evolve, too. Some will focus more on policy, Favreau said, and a few dozen bureaucrats will want to parse each word. Andrei Cherny, a former White House speechwriter for Vice President Al Gore, called Favreau after the election to congratulate him and then warned that, in the White House, “the scrutiny and the power is unlike anyplace else.”

“We know that we’re going to have to approach the White House our way and have some fun with it,” Favreau said, “because that kind of attitude is what made us successful.”

No matter how it goes, Favreau believes this will be his last job in politics — “anything else would be so anticlimactic,” he said. Someday, he wants to write in his own voice, for himself.

“Maybe I’ll write a screenplay, or maybe a fiction book based loosely on what all of this was like,” Favreau said. “You had a bunch of kids working on this campaign together, and it was such a mix of the serious and momentous and just the silly ways that we are. For people in my generation, it was an unbelievable way to grow up.” ■

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Second Inaugural Address Saturday, March 4, 1865

Abraham Lincoln

Fellow-Countrymen:

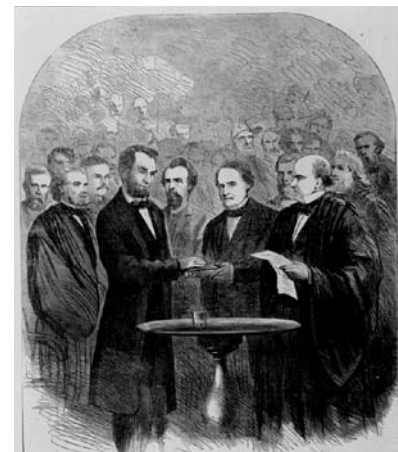
At this second appearing to take the oath of the Presidential office there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, urgent agents were in the city seeking to destroy it without war—seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and

astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged. The prayers of both could not be answered. That of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offenses; for it must needs be that offenses come, but woe to that man by whom the offense cometh." If we shall suppose that American slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him? Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations. ■



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Lincoln taking the oath at his second inauguration.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Inaugural Address Friday, January 20, 1961

John F. Kennedy

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, reverend clergy, fellow citizens, we observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state, but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this Nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new States whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed

away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those peoples in the huts and villages across the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge—to convert our good words into good deeds—in a new alliance for progress—to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this Hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of



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President Kennedy delivers his inaugural address after taking the oath of office.

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support—to prevent it from becoming merely a forum for invective—to strengthen its shield of the new and the weak—and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course—both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah—to “undo the heavy burdens ... and to let the oppressed go free.” And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the

weak secure and the peace preserved.

All this will not be finished in the first 100 days. Nor will it be finished in the first 1,000 days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than in mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again—not as a call to bear arms, though arms we need; not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, “rejoicing in hope, patient in tribulation”—a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own. ■

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Textile Experts Say Lincoln's Coat Shouldn't See Light of Day

BY MICHAEL RUANE
Washington Post Staff Writer

• Originally Published October 19, 2008

The exhibit would be haunting: the famous bloodstained overcoat President Abraham Lincoln was wearing at Ford's Theatre the night he was assassinated, placed on display under protective glass in the lobby of the renovated theater for the world to see.

Visitors could view it up close. Passersby could glimpse it from the street 24 hours a day. And the coat, its lining embroidered with the phrase "One Country, One Destiny," would be a moving symbol of the bicentennial of Lincoln's birth next year.

But now some textile conservators

are worried that the hallowed garment might be too fragile to return to full-time display when the theater reopens in February, and instead ought to be sheltered for the good of posterity.

Light and gravity can doom historic clothing, they say. And the Brooks Brothers coat, like other Lincoln garments, had been on almost continuous display from the time they were acquired in 1968 until Ford's was closed for renovation last year, officials said.

"It might be that it's time to put these things away and not to exhibit them to the public if there's any hope of saving them for future generations," said Cathy Heffner, president of Textile Preservation Associates, who said she examined the clothes for the National

Park Service last month.

The concern illustrates an ongoing debate over the display of national treasures: the desire to preserve items for posterity vs. the right of citizens to experience them.

"At what point do you take an artifact and ... just lock it away in a dungeon and never let anyone see it?" asked Paul R. Tetreault, the theater's producing director. "What value does it have if in fact the people who actually own it never get to see it?"

For now, the National Park Service and the Ford's Theatre Society, which jointly operate the site on 10th Street NW, said plans to display Lincoln's overcoat in the lobby and his frock coat, pants, waistcoat and tie in the new theater museum in the basement have not changed.

"We are still proceeding forward as planned," Tetreault said. "We are taking every precaution out there."

Lincoln was shot in the head at Ford's on April 14, 1865, by actor John Wilkes Booth, who was angry that the South had lost the Civil War. The president died the next morning in a house across the street.

The clothes are said to have been given by the widowed Mary Todd Lincoln to Alphonso Donn, a former District police officer who served as a White House doorkeeper.

Mrs. Lincoln often gave away clothing and other personal items after a loved one died as a part of her grieving, experts have said.

Donn, who worked at the White House through several more administrations, resisted offers from people wanting to



BY MICHAEL WILLIAMSON — THE WASHINGTON POST

Before President Abraham Lincoln's clothes were stored in Sept. 2007 for Ford's Theatre's renovation, curator Gloria Swift provided a glimpse of his bloodstained coat.

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buy the clothing, including circus czar Phineas T. Barnum, according to the National Auctioneers Museum.

But in 1924, Donn's daughter-in-law, who had inherited the garments, put them up for auction in Philadelphia. A mysterious well-wisher bid \$6,500 for them and allowed her to keep them, according to an account on the auction museum's Web site.

When the garments passed to Donn's granddaughter, she, too, sought to sell them. In 1968, they were purchased for \$25,000 and given to the theater, according to newspaper accounts at the time.

The clothing was unveiled at the theater two days after its gala reopening that January, after a two-year restoration project.

The clothes went on display in the theater's basement museum — eventually behind special light-filtering security glass — where they remained except for periodic cleaning and appraisals, officials said.

Heffner, who conducted the assessment last month, said she was preparing a report on the condition of the clothing for the U.S. Park Service but declined to go into detail. She expressed concern about plans for 24-hour-a-day display. "That means if you're able to see the coat outside on the street," it could be exposed to excessive light, she said. "Light damage is cumulative," she added. "There's nothing you can do to it after it happens."

In the old museum, which park officials said had no windows and was closed at night, the clothing was under artificial light.

"You don't put things like that in a lobby," said retired textile conservator Fonda Thomsen, who assessed the Lincoln garments for the Park Service in 1990. "You call up any textile conservator and you ask them what they think about putting something like that in the lobby of a building, and they'll probably come



THE WASHINGTON POST ARCHIVES; INSET, SCOTT SULLIVAN FOR THE WASHINGTON POST

Ford's Theatre (center) near the time of President Abraham Lincoln's assassination. Inset: Ford's Theatre today.

unglued." She recalled an exhibit at Grand Teton National Park several decades ago in which a collection of Native American artifacts became badly damaged after overexposure to light.

Sunae Park Evans, senior costume conservator at the Smithsonian's National Museum of American History, said the museum's collection of dresses worn by first ladies was damaged by overexposure to light in the old Arts and Industries Building in the mid-1900s.

More recently, Evans said, great care was taken to limit light exposure in an exhibit of Benjamin Franklin's clothes. "Every kind of museum has this kind of debate," she said.

At Ford's, the lobby case and the new theater museum where the other clothing items will go are being designed by Split Rock Studios of St. Paul, Minn.

The cylindrical case will be "a top-of-the-line security display case" with glass to protect against ultraviolet light, said Craig Sommerville, the firm's president. He declined to be more specific.

Tetreault, the theater director, said of the overcoat: "We have been working diligently on the way in which this

artifact is going to be maintained and housed. We've even talked about that maybe the windows that are on the outside of the lobby would have to be slightly tinted."

Tom Schwartz, an adviser to the \$50 million Ford's renovation project and director of research at the Abraham Lincoln Presidential Library and Museum in Springfield, Ill., said there is no way to protect completely against UV rays. "There will be some UV light that will get through," he said, and then garments "die these little deaths."

At the same time, he said: "I don't think you can lock [artifacts] away. ... The public has a right to be able to see these things for a limited time in a responsible setting."

Historian Richard Norton Smith, another Ford's Theatre adviser, likened the president's clothing to religious relics and said those wishing to see them are like medieval pilgrims.

"It's an age-old human need to get close to the great, especially the legendary great," he said. "This is as close as most people get ... [to] Lincoln, who is our martyred president." ■

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Seven-Year Restoration of Lincoln Refuge Finished

By MICHAEL RUANE
Washington Post Staff Writer

• Originally Published February 11, 2008

The grieving officer who had just lost his wife in a river accident found the president sitting alone in the twilight of an August evening, with one leg thrown over the arm of a chair, cooling himself with a palm fan.

It was August 1862, and Abraham Lincoln had fled the stress of the wartime White House for the quiet of his summer getaway three miles north on the grounds of the Soldiers' Home. Surely, his visitor thought, the kindly president could help him recover his wife's body.

But Lincoln was in a sour mood and did not wish to be disturbed. "Am I to have no rest?" he reportedly snapped.

On Presidents' Day, the little-known place where Lincoln tried to escape the anguish of war and family tragedy, the Camp David of the Civil War, where he spent a quarter of his presidency and his wife once held a seance, marks its grand opening at an invitation-only ceremony after a \$17 million, seven-year restoration project. It opens to the public the next day.

An 1840s country house on the grounds of what is now the U.S. Armed Forces Retirement Home on North Capitol Street NW, the "cottage" is believed to be the place where Lincoln thought out details of the Emancipation Proclamation. In later years it was a hospital, a dormitory, and a tavern called the "Lincoln Lounge," but in the spring of 1862 it was the place where the president and his grief-stricken wife,

Mary, moved after their 11-year-old son, Willie, died, probably of typhoid.

There, Lincoln roamed the rooms in his socks and carpet slippers, recited Shakespeare and read the Bible.

There, he wandered the grounds late at night. And from there, he commuted to the White House on summer mornings after a breakfast of coffee and an egg.

The restoration involved a painstaking return of the mainly two-story, 34-room brick and stucco house to its 1860s condition.

Frank D. Milligan, director of President Lincoln's Cottage at the Soldiers' Home, said experts studied 22 layers of paint on the interior walls to determine which might be the original color in each room.

Reproductions of the cottage's huge, church-style front doors were installed. Window shutters were restored. The simulated gaslight fixtures were re-created based on a 1905 photograph of an upstairs room and a study of the old gas lines in the house.

The bulk of the roof was covered with Vermont purple slate, like the original, said curator and site administrator Erin A.C. Mast.

Much of the house's interior is original, from a dark oak banister — "Lincoln's hand was on this a thousand times," Milligan said — to the marble fireplaces where historians believe Lincoln would stand and tell stories.

It is furnished with original, refurbished Victorian pieces, based on visitors' recollections, he said. The Gothic Revival-style house was built in 1842



NATIONAL TRUST FOR HISTORICAL PRESERVATION

Historical photograph of Anderson Cottage, Lincoln's summer home, as it looked in the 1800s.

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The newly renovated Lincoln's Cottage reopened on President's Day 2008.

JACQUELYN MARTIN — ASSOCIATED PRESS

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by banker George Washington Riggs in what was then the rural northern heights overlooking the city. There was an addition in 1848. In 1851, Riggs sold the house and 256 acres to the federal government, which was seeking a place for the soldiers' home.

The retirement home still owns the cottage and has leased it to the National Trust for Historic Preservation, which leads the restoration project, Milligan said. President Bill Clinton declared the site a National Monument in 2000.

Milligan said tour groups will be limited to 15 people to make the visit more intimate. The site has been landscaped, and an adjacent building, which once housed the home's administrative offices, has been transformed into the state-of-the-art Robert H. Smith Visitor Education

Center.

"It's got everything that the Mall doesn't have," Milligan said. "It's a personalized, rural, pleasant experience. Getting people out here will be our challenge."

There will be a \$12 admission fee for adults and \$5 for children, Milligan said. Further information can be found at <http://www.lincolncottage.org>.

Both Mary Lincoln and her husband visited the cottage shortly after his inauguration in 1861, according to a 2003 history of the cottage by Matthew Pinsker. But it was not until the next year that they, along with son Tad, 9, and wagonloads of belongings, moved there for the summer.

The move came in June, four months after Willie's death, and the house subsequently became the venue for at least one seance attended by his grieving mother seeking contact with

her dead child, Pinsker wrote.

More contact with death came with the proximity of the national cemetery — the precursor to Arlington National Cemetery — that was adjacent to the cottage grounds and rapidly filling with war casualties.

"We've looked at the stats here and we sort of think it averaged around 30 to 40 burials a day," Milligan said. "Lincoln could clearly see and hear all this."

Such things, along with the upheaval of the war, weighed on Lincoln, Milligan said, and likely prompted his irritated response to his visitor that hot night in 1862.

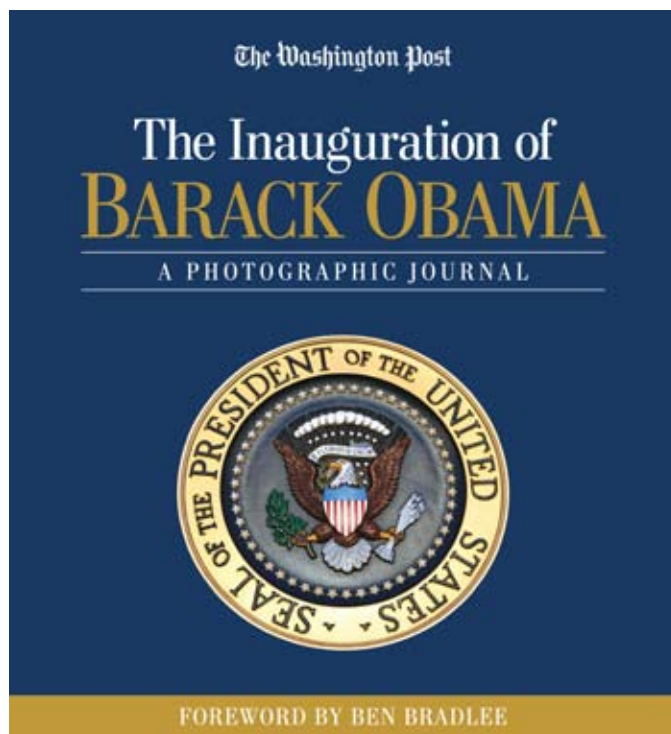
The officer, Col. Charles Scott, had just lost his wife in a ship collision on the Potomac River, Milligan said. The river was now off-limits, so Scott was seeking a pass to try to recover his wife's body.

The next morning, according to an account left by an official who was with Scott, the president appeared at Scott's hotel to apologize. "I was a brute last night," he said. He provided the officer a carriage to the Navy Yard, where a steamer and a mortician were waiting to recover the body.

A telling snapshot of Lincoln at this time comes from the poet Walt Whitman, who regularly saw Lincoln on the president's summer commute from the cottage to the White House.

"I see very plainly [his] dark brown face," Whitman wrote in 1863, "with the deep cut lines, the eyes, always to me with a deep, latent sadness in the expression." ■

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The Obama Inauguration, Remembered Forever

Inaugurations take place in a swirl of pageantry, scripted events and the unexpected. The historic swearing-in of Barack Obama lives on in a hardcover 160-page commemorative photo book documenting the official ceremony, the parade, the crowds, moments public and private, and the inaugural balls with all their finery. With images captured by *The Washington Post*'s award-winning photographers, and moments memorialized by *Post* writers, the volume is living history.

The Post will have more than 100 photographers and reporters chronicling every step of the inaugural weekend, from the President-elect's train trip to Washington to the last of the inaugural balls. *Post* reporters will follow the First Family throughout the weekend as they assume their place at the top of the capital's hierarchy. All this comes together in record time; the book ships eight days after the inauguration.



Those who want this special edition that commemorates the inauguration of the 44th President of the United States can order copies online at *The Washington Post* Online Bookstore (www.washingtonpost.com/store).

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Academic Content Standards

This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia.

Maryland

Social Studies: Analyze the historic events, documents, and practices that are the foundations of our political systems. (Political Science, Standard 1, Indicator 2)

Reading: Apply and refine comprehension skills by selecting, reading, and analyzing a variety of print and non-print informational texts, including electronic media. (Standard 2, Indicator 1)

- a. Read, use, and identify the characteristics of primary and secondary sources of academic information such as textbooks, trade books, reference and research materials, periodicals, editorials, speeches, interviews, articles, non-print materials, and online materials, other appropriate content-specific texts.

The Maryland Voluntary State Curriculum Content Standards can be found online at <http://mdk12.org/assessments/vsc/index.html>.

Virginia

United States History: The student will develop/demonstrate skills for historical and geographical analysis, including the ability to a) identify/analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (Skills, US1 and US11)

U.S. History: The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by d) describing the roles of Abraham Lincoln ... and Frederick Douglass in events leading to and during the war (USI.9)

- English:** The student will read and analyze a variety of literature.
- a. Identify format, text structure and main idea.
 - e. Explain the relationship between the author's style and literary effect.
 - f. Describe the use of images and sounds to elicit the reader's emotions.
 - g. Explain the influence of historical context on the form, style and point of view of a written work. (Reading Analysis, 9.3)

Government: The student will demonstrate knowledge of the Constitution of the United States by d. illustrating the structure of the national government outlined in Article I, Article II and Article III. (GOVT.4)

Standards of Learning currently in effect for Virginia Public Schools can be found online at www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml.

Washington, D.C.

Social Studies: Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same (Grades 3-5, Chronology and Cause and Effect)

Social Studies: Describe Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence (e.g., his House Divided speech in 1858, Gettysburg Address in 1863, and inaugural addresses in 1861 and 1865) (Grade 8, Civil War and Reconstruction, 1830-1877)

- English:** Write interpretations of literary or expository reading that
- Demonstrate a grasp of the theme or purpose of the work;
 - Analyze the language and unique aspects of text;
 - Support key ideas through accurate and detailed references to the text or to other works;
 - Demonstrate awareness of the effects of the author's stylistic and rhetorical devices; and
 - Include information on the validity and reliability of all relevant perspectives. (Expository Writing, 11.W-E.2)

Learning Standards for DCPS are found online at www.k12.dc.us/dcps/Standards/standardsHome.htm.