

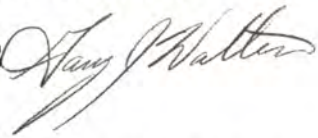
THE WHITE HOUSE

WASHINGTON

February 5, 1999

File
WH Historical
Assoc.

MEMORANDUM FOR: MELANNE VERVEER
ASSISTANT TO THE PRESIDENT AND
CHIEF OF STAFF TO THE FIRST LADY

FROM: GARY J. WALTERS 
CHIEF USHER

SUBJECT: HISTORICAL ASSOCIATION CD-ROM

Enclosed are the items the White House Historical Association (WHHA) will provide for Mrs. Clinton to present to the Governor's spouses at the luncheon on February 22, 1999, at Mount Vernon. The WHHA will provide the items (and their folder, if desired) to us or they can get them to the Governors Association for distribution at the luncheon.

jewel case version of the CD-ROM,
a copy of the Teacher's Resource Guide,
WHHA pamphlet, and
pamphlet from the American Architecture Foundation (AAF) - WHHA partner in
production of the CD-ROM

You stated Mrs. Clinton would discuss the educational value of the CD-ROM in her remarks at the luncheon and I believe a small note should be included with the items. I have attached some possible copy that was written by John Riley, Director of Education for the WHHA. Also provided are copies of the original WHHA press release and a summary of the CD-ROM, any of which could also be enclosed in the items presented by Mrs. Clinton.

The WHHA has made it possible for the Governor's spouses to receive five additional packages to be distributed at their discretion. My suggestion was to have the packages sent by the WHHA to the personal assistants of the spouses in their home state. The WHHA and AAF will then work with any interested parties from the states to provide copies of the CD-ROM at a very favorable discount.

cc: John Riley, WHHA, Director of Education



WHITE HOUSE HISTORICAL ASSOCIATION

JOHN P. RILEY

DIRECTOR OF EDUCATION & SCHOLARSHIP PROGRAMS

740 Jackson Place, N.W. Washington, D.C. 20503
202 842 4527 *for* 202 682 2353 jriley@whha.org

Date

Dear

Please accept this complimentary copy of a new state-of-the-art educational product of which I am quite proud. *The White House is Our House* offers a CD-ROM visit to "the house of the people." Never before have students had the opportunity to explore this historic and symbolic home in so many ways. I hope you will share it with educators in your state.

Through the most dynamic technology available, visitors can take virtual tours of spaces that they would never see on a public tour, and see and hear experts tell the stories of the presidents and their families from the time John and Abigail Adams moved in two hundred years ago. The year 2000 marks the millennium, as well as the bicentennial of the White House. It is the perfect opportunity to reflect on the past, on where we've been, on who we are, and what we hope to become.

[signature]
Hillary Rodham Clinton



WHITE HOUSE HISTORICAL ASSOCIATION
740 Jackson Place, N.W.
Washington, D.C. 20503
(202) 737-8292 FAX: (202) 789-0440

FOR IMMEDIATE RELEASE:

THE WHITE HOUSE IS OUR HOUSE: A CD-ROM VISIT
WHITE HOUSE HISTORICAL ASSOCIATION
ANNOUNCES NEW EDUCATIONAL PRODUCT

"The White House Is Our House: A CD-ROM Visit" is a new educational product developed by the White House Historical Association and the American Architectural Foundation and produced by Autodesk, Inc. This computer-based learning resource gives users the unique opportunity to explore what it is like to live and work in the White House. Through the use of the latest multi-media technology, including panoramic Quick Time Virtual Reality (QTVR), this CD-ROM creates the "experience" of an actual visit as users can navigate through the buildings and grounds to access many objects.

"This CD-ROM is a powerful tool in fulfilling the Association's educational mission. It opens the doors of this great building to the nation's 48 million schoolchildren, their parents and teachers," said Neil W. Horstman, Executive Vice President of the Association.

More than 1,800 photos, 375 audio clips and over 50 video segments are incorporated into this first-of-its kind CD-ROM. The user can choose one of the six tours full of information drawn from historical and curatorial resources. The Public Tour parallels the actual White House tour offered to visitors. The Presidents Tour presents information about the Presidents that can be accessed in chronological order. The First Ladies Tour highlights the accomplishments of these extraordinary women. The Children's Tour, designed to appeal to young people, features anecdotes about White House children and their pets. The Arts Tour contains information about paintings, furniture, china and even music and other performance arts at the White House. The Architecture Tour takes you through the structural evolution of this highly recognizable monument.

The Explore! mode offers a more unstructured way to travel at your own pace - visiting the different rooms, examining objects in the house or accessing other tour information. You can even create and save your notes, illustrations, and reports in a personalized Treasure Box, so you can make a digital scrapbook for each and every visit. There is also a History Mystery challenge for children and grownups that want to test their knowledge of White House history as they explore the buildings and grounds. Whatever tour or mode is chosen, media and activity buttons light up along the way to provide opportunities to access a rich archive of historic images, audio clips and videos. It is up to the viewer to decide what is next depending on their educational or entertainment goals.

For further information please contact Maria Downs at 202-842-4504 or Harmony Haskins at 202-842-4527. To purchase, call 1-800-555-2451. Cost is \$49.95 plus shipping and handling.

THE WHITE HOUSE IS OUR HOUSE: A CD-ROM VISIT

SUMMARY

The White House Is Our House: A CD-ROM VISIT is a state-of-the art product for the Macintosh and PCs, produced by Autodesk, Inc. for the White House Historical Association (WHHA) in close cooperation with The American Architectural Foundation (AAF). **The White House Is Our House** provides a behind-the-scenes look at the White House, its history, the rich collection of paintings, furniture and other historic objects contained within its walls, and the individuals who have lived and worked there.

This product brings the White House to life, and provides you the opportunity to choose to go on the Public Tour, join one of five extensive thematic tours, or explore the rich contents of the White House on your own. Through the magic of QuickTime Virtual Reality™ (QTVR) technology -- navigable panoramic photography -- the White House itself becomes your portal to all of the audio, video, images text, and activities contained on this CD.

Freely "walk around" the White House, visiting not only the famous parlors -- the Red Room, the Blue Room, and the Green Room -- but also both the President's Office within the White House and the Oval Office itself, as well as the Cabinet Room. Explore behind-the-scenes and visit the florist shop, the carpenter's shop, even the theater and the bowling alley. Walk the South Grounds and see the swimming pool and tennis court, as well as learn about the history of the gardens.

The product interface -- designed using Autodesk's 3D Studio® software -- appears as a beautifully crafted rosewood box with a limestone insert and bronze fittings. This box provides you with a map and time line, the controls for your tour, tools with which to sketch and write, and a place to save the treasures you collect throughout your visit. Inside the box are more tools for creating and printing a permanent record of your visit, for creating school reports, or just for fun.

Once inside an individual room, space or garden, you are able to look and move about freely, as well as examine the paintings, furniture, china, and other objects in more detail. Topic Keys and Media Buttons light up and Time Line indicators appear to indicate the type of media and information available for any room you visit or object you select. Access historic photos, and view digital video of events; listen to stories, anecdotes, and hard facts provided by individuals who know, work in, or have a love of the history of the White House.

Interactive activities are included, which help children become engaged in learning about the White House. These activities are further developed for classroom use through curriculum suggestions, extensions and references in the Teacher's Resource Guide, which accompanies the School Version of the program.

The program engages you through first-class content, cutting-edge technology, innovative design, and entertaining and educational activities. **The White House Is Our House** will increase the expectation of students and teachers in how content is delivered and raise the standard by which products of its type are judged.

The White House Is Our House: A CD-ROM VISIT is the first compilation of historical content of the White House to incorporate virtual-reality panoramic photography. This technology uses actual photographs taken with a wide-angle lens to compile a true 360-degree panorama of the space. A location from which this type of photography is taken, called a "node," requires 12 individual photographs. In **The White House Is Our House** there are more than 220 of these nodes taken, and each is available for independent exploration.

You can pan panoramas and examine the spaces at your own pace. Select objects within the panoramas, called "hotspots," with the mouse pointer to launch presentations about these objects in audio, video, text, or still image media. The panoramas are also linked together, allowing you to move freely through the White House and its Grounds.

The White House Is Our House incorporates a vast amount of information from the history of the White House. Included are approximately 1,800 still images, 375 audio narrations and music, and more than 500 video segments. Text-based presentations are written specifically for this product. There are more than 2,600 of these text cards, called Content Cards, in the program.

The Graphical User Interface is a 3D model of a rosewood treasure box designed using Autodesk's 3D Studio® software. Stylistically, the rosewood box reinforces the quality image and dignified tone of the White House. The design and impact of the interface itself lend a sense of reality and value to working with the program, which is distinctive among software products of this type. In fact, such similar keepsake boxes can be found throughout the White House, many given to the house or to the presidents through the years by visitors. The interface is visually engaging, allows you full interactivity and control, and brings you clear presentation of the subject and content.

All viewing and interactive controls appear as 3D components that have similar functions. They have appropriate and succinct names like Capture Levers, Media Buttons, Topic Keys, and Map Window. Everything you want is available by clicking on these components. The result is an interface that is engaging and easy to learn and understand.

FOR PURCHASING INFORMATION

The White House Is Our House: A CD-ROM VISIT

The White House Historical Association

800-555-2451

\$49.95 plus shipping and handling

THE WHITE HOUSE IS OUR HOUSE: A CD-ROM VISIT

Building Classroom Connections

To help students understand the dynamic relationships that exist between design and technology, and their lives, it is instructive for them to explore the past. Just how interesting and fun that process can be becomes powerfully clear in a new CD-ROM produced for the White House Historical Association, in cooperation with The American Architectural Foundation, by Autodesk, Inc.

The White House Is Our House: A CD-ROM VISIT is the first-ever, real-time "behind-the-scenes" look at one of the world's most famous buildings. Using the latest multimedia techniques -- including 360-degree, panoramic QuickTime Virtual Reality™ (QTVR) photography that can be navigated from different points of view -- the CD creates the "experience" of an actual visit.

"Because you determine where to go and what to look at, it is a unique CD-ROM," says Alan Sandler, director of education for The American Architectural Foundation in Washington, D.C.

The White House Is Our House offers rich content and interactivity. To refine content, the editorial team sought input from more than three dozen teachers, and hired a middle-school student to work with the content team on relevant material and approach for students.

The visually engaging interface allows many different ways to make a virtual visit. The most linear is the "Public Tour," which parallels the actual White House tour taken by millions of visitors. Other tours are organized around themes: Presidents, First Ladies, Children, Arts, and Architecture.

The most innovative way to discover information or different places, or to examine objects in the White House at an individual pace, is the Explore! mode. History buffs and students will really enjoy the History Mystery challenges embedded in Explore!

Whatever tour or mode is chosen, media and activity buttons light up along the way to provide opportunities to access a rich archive of historic images, audio clips with fascinating stories, image and text slide shows, and videos.

On the CD-ROM, activities are easily accessed by the Activities button. The button calls up a sequence of Content Cards (text cards with information) that give suggestions and instructions for using the CD's electronic Note Pad and Sketch Pen. With the Note Pad, students can write down on screen any observations or information they want. Similarly, the Sketch Pen allows students to draw objects or other items that catch their interest.

Also, there are Capture Levers to save images from The White House archives, or to copy the texts from any of the Content Cards. Up to 20 items of notes, sketches, images, and texts can be stored in the Treasure Box for creating reports and presentations.

Neil W. Horstman, the White House Historical Association's Executive Vice President, says, "This CD-ROM is a powerful tool in fulfilling the Association's educational mission. It opens the doors of this great building to the nation's 48 million schoolchildren and their parents and teachers, and provides a rich source for a variety of theme units for elementary- and middle-school students."

The White House Is Our House is an outstanding educational resource that belongs in every classroom, school media center, public library, and every home. Its breadth and range makes it software that students, parents, and teachers will want to go back to again and again.

FOR PURCHASING INFORMATION

The White House Is Our House: A CD-ROM VISIT

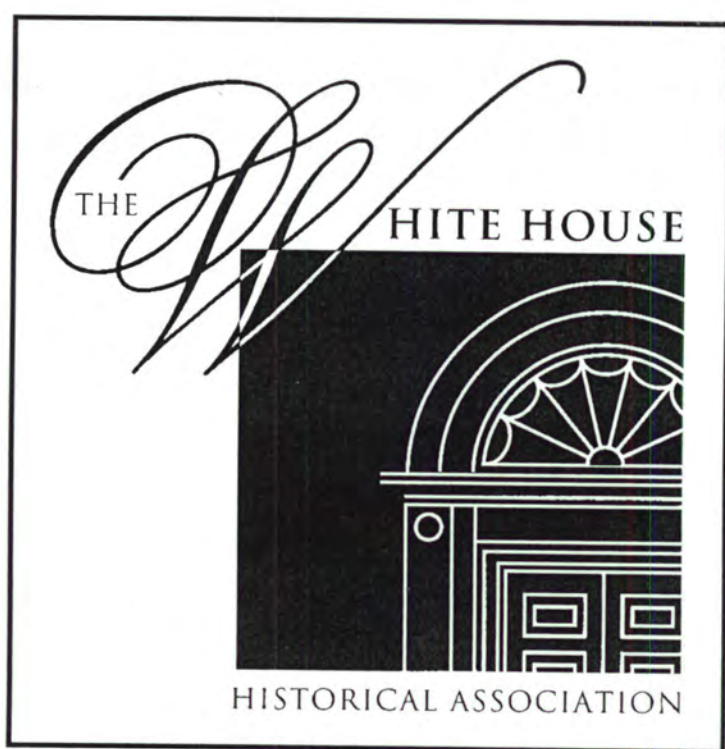
The White House Historical Association

800-555-2451

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PHOTOCOPY
PRESERVATION



The White House Is Our House: A CD-ROM Visit

Teacher's Resource Guide



ISBN: 0-538-67174-2

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Editorial Concept Development, Research and Writing:
Leanna Landsmann, Inc.

Leanna Landsmann, Project Director
Nancy-Jo Hereford, Associate Project Director,
Principal Writer/Editor
Jacqueline P. Glassman, Associate Writer
Sydney Donahoe, Associate Writer
Eric L. Hamilton, Associate Editor
Lisa Levy
Millie Rossman-Kidd
Eric Raicovich

Software Design and Development:
CyberToys, Inc.

Photography:

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For more information, contact:

Autodesk Press
3 Columbia Circle
PO Box 15015
Albany, New York USA 12212-5015
For orders and information phone: 1-800-874-2383
www.autodeskpress.com

Technical support:
Phone: 1-800-543-0453
Fax: 1-800-880-9496
Email: hotline_education@swpco.com

The White House Is Our House **Teacher Advisory Board**

Doris Dillon
Graystone Elementary
San Jose, California

Patti Ernst
Resource Teacher
Anchorage, Alaska

Marj Montgomery
Frank Ashley Day Middle School
Newton Corner, Massachusetts

Pedie O'Brien
Bristol Elementary School
Bristol, Vermont

Special thanks to the following teachers for their contributions:

Pam Bierly
Ann Cernak
Delores Choat
Clayton Evans
Lynn Granger
Gail Skroback Hennessey
Ray Medeiros
Rick Moulden
Sue Ostrofsky
Linda Sandhei
Allan Yeager

Welcome to The White House!

Dear Educator:

You and your students are about to take a most exciting, unusual field trip! More than a million guests—from tourists and schoolchildren to diplomats and heads of state—visit The White House each year. They admire the beauty of its rooms and experience a sense of history.

But few visitors have the time or opportunity to really get to know The White House, which Franklin Delano Roosevelt called “a house owned by all the American people.” Thanks to this unique program, you and your students will have both the time and opportunity.

The White House Is Our House: A CD-ROM Visit offers unparalleled interactive access to the Executive Residence. You can go from room to room and wander behind the scenes; visit the living quarters; stop at the Oval Office and the Cabinet Room; stroll the Grounds; and so much more! More than 75 rooms and areas in The White House have been photographed in QTVR (see page 12), allowing you to examine those areas closely.

While you’re exploring the rooms, you’ll have, at the click of a mouse, access to more than 625 historic images and hundreds of fascinating stories about those who have lived here. You can view clips from archival videos that range from First Lady Jacqueline Kennedy’s televised tour of The White House to Rich Little performing for President Reagan in the East Room. You can examine the collection of art and historic objects, and hear White House curators, historians, and staff share some of their favorite stories.

The White House Historical Association (WHHA), the Chief Usher of The White House, The White House Office of the Curator, and The American Architectural Foundation are proud to have collaborated in creating *The White House Is Our House*. This CD-ROM is a powerful tool in fulfilling The White House Historical Association’s education mission—“to enhance the understanding, appreciation, and enjoyment of the Executive Residence.” It uses state-of-the-art technologies to open the doors of this great building to the nation’s 48 million schoolchildren and their parents and teachers. The CD-ROM, along with the free poster/timeline included with this Teacher’s Resource Guide, provides a rich resource for a variety of theme units for elementary- and middle-school students.

Enjoy your visit. The White House is your house. Please come back and visit whenever you want!



Neil W. Horstman
Executive Director
White House Historical Association



Norman Koonce
President
The American Architectural Foundation

All you need to set up for a White House adventure!

The White House Is Our House: A CD-ROM Visit is a state-of-the-art multimedia product for Windows® and Macintosh® that provides you with a behind-the-scenes look at The White House; its history; the collection of paintings, furniture, and other historic objects contained within its walls; and the people who have lived and worked there.

Why kids love The White House Is Our House!

“When we tested the prototypes, kids got excited and enjoyed exploring The White House in the CD-ROM. Here are just some of the reasons why.”—*Doris Dillon*

- Behind-the-scenes access to more than 75 rooms and areas in The White House through QuickTime Virtual Reality photography.
- More than 625 archival images, including highlights of The White House art collection.
- Twenty-three minutes and 30 seconds of historic video clips.
- One hundred twenty-seven minutes of audio with narration, anecdotes, and music.
- More than 35 fascinating stories told by White House curators, historians, and staff.
- A Public Tour and five complete thematic tours: Presidents, First Ladies, Children's, The Arts, and Architecture.
- Explore!—a mode that lets you go wherever you want in The White House and on its Grounds.
- More than 190 White House Hotspots—“clickables” that engage users in discovery.
- Nearly 200 History Mysteries—treasure hunts filled with fun facts to challenge kids of all ages.

Through the power of Apple QuickTime Virtual Reality® (QTVR) technology—navigable panoramic photography brought to life on your computer screen—The White House itself becomes the portal to the images, information, and activities contained on this CD-ROM. You and your students may choose to go on the Public Tour, join one of five extensive thematic tours, or explore the rich content of The White House on your own.

Once inside a specific room or space, you can move about freely, or stop to examine selected objects in more detail. Lighted buttons indicate when there is additional information in the form of an Audio clip, Video clip, narrated or text Slide Show with historic images, or an Activity that's available for an object you have selected or for the room itself.

There is so much this program offers you and your students in terms of history, information, and interactivity. To discover the richness of *The White House Is Our House* CD-ROM, follow the directions on how to install and get familiar with the program. To learn more about QTVR technology, see the box on page 12.

Ready to install

This program is an excellent example of the use of leading-edge multimedia technologies. It simultaneously incorporates extensive full-color professional photography with audio, video, and text. The most pleasing use of the program and optimal performance is largely dependent on your computer system. Please note that the following are minimum system requirements and improved performance is obtained with higher performing computer systems.

Equipment requirements

The White House Is Our House CD-ROM is designed for both PC and Macintosh computers.

PC minimum requirements:

Windows 3.1

- 486DX/50 processor (Pentium® or PentiumPro® optimal)
- 8 MB RAM (16 MB optimal)
- 640 x 480 16-bit color video (See the section "Adjusting Computer Color and Resolution.")
- 4X CD-ROM drive
- Sound Blaster™ compatible
- Mouse
- Speakers or headphones

Windows 95

- 486DX/50 processor (Pentium or PentiumPro optimal)
- 16 MB RAM (32 MB optimal)
- 640 x 480 16-bit color video (See the section "Adjusting Computer Color and Resolution.")
- 4X CD-ROM drive
- Sound Blaster™ compatible
- Mouse
- Speakers or headphones

Macintosh minimum requirements:

- System 7.1 or higher
- 40 megahertz 68040 (PowerMac™ optimal)
- 8 MB Free RAM (16 MB optimal)
- 640 x 480 16-bit color video, 24-bit color optimal (See the section "Adjusting Computer Color and Resolution.")
- 4X CD-ROM drive
- Speakers or headphones

Installation instructions

To use *The White House Is Our House* CD-ROM, follow the instructions for your computer type.

Windows 3.1

1. Insert the CD into the CD-ROM drive.
2. Open the Windows Program Manager.
3. Go to the FILE menu and select RUN.
4. Key the drive letter for your CD-ROM followed by a colon, a back slash, and INSTALL. (For example, D:\INSTALL.) Press ENTER.
5. Follow the directions on the screen. Once the files and directories have been installed on your hard drive, do not move or rename them.
6. When the installation is successful, you will find a new program group called "THE WHITE HOUSE."
7. **To run the program:** Double click the icon named THE WHITE HOUSE IS OUR HOUSE.

Windows 95

1. Insert the CD into the CD-ROM drive.
2. From the START menu, select SETTINGS, then CONTROL PANEL.
3. In the CONTROL PANEL, double click the Add/Remove Programs icon.
4. Click the INSTALL button.
5. Follow the directions on the screen. Once the files and directories have been installed on your hard drive, do not move or rename them.
6. When the installation is successful, you will find a new item in your START PROGRAMS menu called "THE WHITE HOUSE."

7. **To run the program:** Double click the WHITE HOUSE IS OUR HOUSE icon in "THE WHITE HOUSE" group.

Macintosh

1. Insert the CD into the CD-ROM drive.
2. Double click the CD icon on the desktop. A window showing its contents will open.
3. Double click the WHITE HOUSE INSTALL icon in the window and follow the instructions on the screen.
4. If you do not have QuickTime 2.0 or alater version installed already, drag the contents of the SYSTEMS EXTENSIONS FOLDER that you see in the open window to the Systems Folder in your hard drive. NOTE: If you install extensions, you will need to restart your Macintosh.
5. **To run the program:** Double click THE WHITE HOUSE IS OUR HOUSE icon.

Adjusting computer color and resolution

The White House Is Our House CD-ROM requires 16-bit color, otherwise known as "Thousands" on the Macintosh and "High Color" in Windows. "Millions" of colors (Macintosh) or "True Color" (Windows) is even better. Please note that 256 colors will not produce satisfactory visual results. Also note that color may vary from monitor to monitor.

You can adjust your monitor to the required higher color depth by setting the resolution to 640 x 480 and selecting a color depth greater than 256 colors. This will also make *The White House Is Our House* CD-ROM run full screen. (It will run in a window if your computer, video card, or monitor is set to a higher resolution.) To set your resolution to 640 x 480, follow the instructions from your video card manufacturer.

Windows 3.1

Your video card manufacturer may have provided a utility for setting resolution and color depth

(check the user manual). Use this program if it is available. Otherwise, use the Windows Setup program in the Main program group to select the appropriate video driver. You may need a disk provided by your video card manufacturer to install a different driver.

Windows 95

From the START Menu, select SETTINGS, then CONTROL PANEL. Double click the DISPLAY icon, and select the SETTINGS tab. To change the resolution, move the Desktop Area slider to 640 x 480. To change the color depth, select HIGH COLOR (16 bit), or TRUE COLOR (24 bit) if available, from the pull-down COLOR PALETTE Menu.

Macintosh

From the APPLE Menu, select CONTROL PANELS, then MONITORS. Choose REARRANGE ON CLOSE (the change occurs as soon as you close the OPTIONS window). Then click OPTIONS, select 640 x 480, and click OK. The screen will gray for an instant, then reappear at the higher resolution, which should automatically default to the higher number of colors. If not, choose THOUSANDS, or MILLIONS if available, and close the window.

White House files on your hard drive

After you have installed *The White House Is Our House*, a folder called OUR HOUSE will appear on your hard drive or desktop. This folder will contain Code Name files, which are saved automatically; each new Code Name becomes a separate file in the folder (see "Beginning Your Explorations"). As you accumulate Code Name files, you may want to delete the ones no longer in use so that they don't take up too much memory in your hard drive.

Beginning your exploration

Upon clicking *The White House Is Our House* icon, a brief opening sequence begins, followed by a screen with a Sign-In card. To sign in, move

your cursor out of the main window and into the upper box and type your name. Next, press TAB, and enter a Code Name in the lower box. The program will use your Code Name as the file name for accessing your personal Treasure Box (see page 10). The Code Name should be one word of no more than eight characters, and with no spaces between characters. Once you've entered a Code Name, press ENTER or RETURN to continue. Note that the Code Name you choose is entered as a file name in the OUR HOUSE folder on your hard drive or desktop.

After signing in, a card will appear giving you the option to take a Getting Around tutorial. This is the best way to get acquainted with the program's features. To access the tutorial, follow the on-screen instructions.

If you choose not to take the tutorial, the Main Menu will appear. Here, you can select the Public Tour, one of five theme-oriented tours (Presidents, First Ladies, Children's, The Arts, and Architecture), and Explore!, where you can access

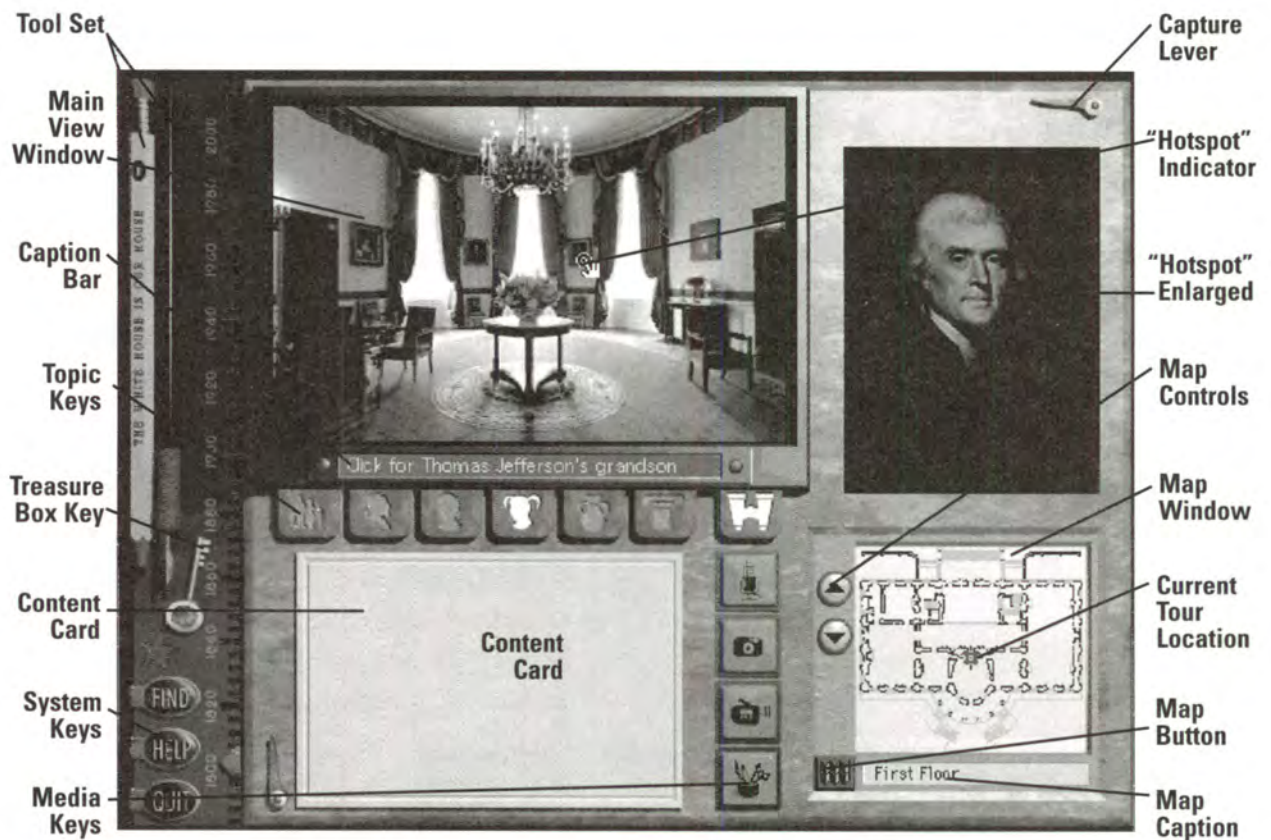
all White House rooms and Grounds available on the program and get all of the information from the thematic tours.

Getting familiar with the screen features

All of the tools and controls that you need for your visit are available on every screen. Refer to the diagram and the information that follows for help in understanding the screen keys and other features.

Main View Window

This area is where the QTVR panoramas and video clips appear. You can move around in the QTVR scenes. When you see the "forward" arrow, click the mouse once to move forward. Or hold down the mouse button and drag the cursor left, right, up, or down in the Main View Window. To zoom in on an object, place the cursor in the Main View Window and hold down the SHIFT key (Windows) or the OPTION key (Macintosh). Hold down the CONTROL key (both formats) to zoom out.



Hotspots

Some objects within most QTVR scenes are “hot.” Clicking these objects activates additional information, including enlarged images of the objects and related Content Cards (see page 9) and narration. To find these Hotspots, move your cursor around the Main View Window, but don’t hold down the mouse button. When the cursor is over a Hotspot object, the cursor changes into a hand icon. If there is information about an object available, a new caption will appear in the Main View Caption Bar below the Main View Window. For example, in the Blue Room on the Presidents Tour, moving the cursor over the portrait of Thomas Jefferson would cause it to change to a hand. The Main View Caption Bar would then read “President Thomas Jefferson.” If you see the hand but the Main View Caption Bar remains unchanged, information about the object is not available on the current tour but can be found on another tour.

Note: There are no Hotspots on the Public Tour. Hotspots in Explore! have additional functions that are explained in the next section.

Topic Keys

There are seven Topic Keys below the Main View Window. They represent the Public Tour, five thematic tours—Presidents, First Ladies, Children’s, The Arts, and Architecture—and Explore! When you are at the Main Menu, selecting one of the Topic Keys takes you to the starting point of that particular tour. When on a thematic tour, the Explore! Topic Key will also be lit indicating that you can go right to Explore! from that tour. However, the Explore! Topic Key is not lit on the Public Tour, where the option to move to Explore! is not available.

If you have chosen Explore!, specific theme-related Topic Keys may light as you enter a room or space to indicate that Hotspots are available for those tours. For example, if you are in

Explore!, when you enter the Ground Floor Corridor, Topic Keys for The Arts and the First Ladies Tours also light. That indicates there is information in the Ground Floor Corridor on those tours as well. This function of the Topic Keys is helpful in searching for History Mystery Answer Cards (see page 11).

In Explore!, Hotspots from all of the thematic tours are available, and these Hotspots make special use of the Topic Keys. When the hand icon identifies a Hotspot, “Click for Topics” appears in the Main View Caption Bar. After the Hotspot is clicked, specific Topic Keys may then light to indicate theme tours that contain information about that Hotspot. For example, in the Entrance Hall, when the hand icon appears over John F. Kennedy’s portrait, the Main View Caption Bar reads “Click for topics.” After clicking President Kennedy’s portrait, the Topic Keys for Presidents and The Arts light up, indicating that this is a Hotspot on those thematic tours. Occasionally, when you click a Hotspot in Explore!, additional information about that Hotspot may appear automatically.

If you click a lit Topic Key button in Explore!, you will go into that thematic tour while retaining your current position in The White House or on The White House Grounds. To leave the visited tour, click the lit Explore! Key to return to the Explore! mode.

Media Buttons

The Media Buttons are in a vertical column below the Topic Keys. From top to bottom, they are: Audio (microphone), Video (video camera), Slide Show (camera), and Activities (pencil/tools cup). Corresponding Media Buttons will light up after a Hotspot has been clicked or upon entering a new room or area to indicate that a related Audio clip, Video clip, Slide Show, or Activity is available about the object or room in view. Clicking a lit Media Button begins the



Public Tour



Presidents



First Ladies



Children’s



The Arts



Architecture



Explore!

appropriate presentation. To exit a Slide Show, Audio, or Video before the end of the presentation, click the corresponding Media Button again.

Content Cards

Content Cards provide written information about the selected room, space, or object. These appear in two possible places: the space to the left of the Media Buttons and in the space to the right of the Main View Window. Sometimes several cards are linked together, indicated by a small green arrow at the top left (Back Arrow) or bottom right (Next Arrow) of each card. Click the green arrows to see the previous card or the next card. The last card in a series is indicated by a red Stop Dot in the lower-right-hand corner of the card. Click the dot to finish the presentation and return to the tour.

Map Window

The Map, located in the lower-right-hand corner of the screen, helps orient you throughout your visit to The White House. As you move your cursor over the Map, the name of each room or space is displayed in the Map Caption Bar. A red You Are Here Marker indicates where you are, and the Map Caption Bar below the Map identifies the room or area by name. Each floor of The White House and The White House Grounds has a specific map. Use the Map Control Buttons, which look like up and down elevator buttons, on the left side of the Map Window to see other floors of The White House. Use the pink Grounds Button next to the Map Caption Bar to see the Grounds Map. You can use the Map to locate a space you are looking for, but you cannot use it to change your location in the program.

Timeline

The Timeline that appears along the left of the screen is a ruler-like device indicating years from 1784 to 2016. When there is additional date-related information associated with a particular person, object, or space, a Timeline Pointer

appears on the Timeline. Clicking the Timeline Pointer brings up information on one or more Content Cards, which may be accompanied by an image.

System Keys

There are three System Keys below the Timeline. They have the following functions:

- **Find:** Locates information by using key words or phrases to search every Content Card on all thematic tours and Explore! This search finds and gives the name of the tour, room or area, and title of Content Card series for each card on which the word or phrase appears. It also allows you to go directly to the tour and room by using the lit Topic Key.
- **Help:** Accesses the Help screen, which explains the various features and components of the program.
- **Quit:** Returns to the Main Menu or exits the program if clicked from the Main Menu.

Getting familiar with the activity tools

These tools enable students to write, sketch, and save information to use in activities suggested on the CD-ROM and in this Teacher's Resource Guide (see page 20). Refer to the diagrams and descriptions below and on pages 10 and 11 for help in identifying and using these tools.

Pencil and Note Pad

Click the Pencil on the left of the screen to activate the Note Pad.

Here students can write about objects or rooms and respond to activity suggestions featured in the program. Capture (save) this work to the Treasure Box by clicking the Capture Lever (see page 10) above the Note Pad.



Be sure to save the contents of the Note Pad at the end of each page. Click the binding of the Note Pad to clear (erase) the current page, and click the Pencil again to remove the Note Pad.

Sketch Pen and Pad

Clicking the Sketch Pen on the left of the screen brings up the Sketch Pad, where students can draw objects or rooms and respond to activity suggestions included in the program. Use the mouse to control the direction of the cursor and sketched line—hold down the mouse button where you wish to sketch on the Sketch Pad. Three different line styles are available by clicking the Sketch Pen's Nib. Capture (save) artwork by clicking the Capture Lever adjacent to the Sketch Pad. Click the binding of the Sketch Pad to clear (erase) the current page, and click the Sketch Pen again to remove the Sketch Pad.



Capture Levers

In the upper-right and lower-left areas of the screen are two levers for capturing, or saving, information. Still images, text from Content Cards, and student work on the Note Pad or Sketch Pad can all be captured to the Treasure Box by using the lever next to the item. Audio and Video clips cannot be captured to the Treasure Box.

Treasure Box Key

The Treasure Box Key is located on the left side of the screen, below the Sketch Pen. Clicking the Treasure Box Key opens the Treasure Box, where captured items are stored. If the Jewel in the head of the key is clear, the Treasure Box is empty. A green Jewel signals there are items in the box.



A red Jewel indicates one of the following: all four Treasure Box text pages are full; the image/sketch capacity of the Treasure Box is full (20 images/sketches maximum); or both the text pages and the image/sketch capacity are full. To check, open your Treasure Box.

Treasure Box

The Treasure Box is where captured images, notes, sketches, and text from Content Cards are stored when saved with the Capture Levers. (Note: Titles on Content Cards will not appear in the Treasure Box.) Up to 20 images and/or sketches may be stored. There is also a white page, one of four available, where captured notes and Content Card text appear. While in the Treasure Box, you may arrange any of the captured items onto any of the four pages provided, and type additional text directly onto the pages. You can cut, copy, and paste text on a Treasure Box page using keyboard commands. For Macintosh systems use Command-X to Cut, Command-C to Copy, and Command-V to Paste. For PC systems, use Control-X to Cut, Control-C to Copy, and Control-V to Paste.



Additionally, the following functions are also available using the buttons on the left side of the Treasure Box:



Clear (erase) the current page.



Save the entire Treasure Box as a file in your desktop or hard drive.



Open a previously saved Treasure Box.



Print the on-screen page shown in the Treasure Box.

Text/Image Edit function, which allows you to format and design your pages as such:



To type in new text or delete existing text on the white page, click the Text/Image Edit button when the Edit icon appears.



To rearrange captured images on the current white page or move images off the page, click the Text/Image Edit button when the Drag icon appears.



Format the on-screen page into one of four available layouts.



Select which of the four pages is on-screen to edit.



Empty the entire Treasure Box.
Note: This Button can also be used to delete selected images or sketches from your Treasure Box. To do so, first click the Text/Image Edit Button so you can move images across the screen. Then, drag the image to the button with the cursor over the Trash Can icon. When the image appears, it has been deleted from the Treasure Box.

History Mystery Star

History Mysteries are a special feature of the five thematic tours and Explore! Click the blue History Mystery Star above the Find Key in the Tools area to get a random question. After clicking the star, a History Mystery Content Card appears, which contains the question and two clues to where the answer is found—a tour icon in the upper right corner and a room name at the bottom. Click the Star again to get a different question. Once you have selected a question, click the red Stop Dot on the History Mystery Card to return to the tour and begin searching for the

answer. You may review the question at any time by clicking the History Mystery Star again. If you want to try a different question, simply click the Star again while the current question card is displayed.

The History Mystery Star will appear on the Content Card that contains the answer to the current question. To try another question, click this new Star. As before, you may click as many times as you like until you find a question that interests you or that you have not already answered. Begin your search by clicking the red Stop Dot to accept the new question. You can follow these questions all over The White House on a History Mystery Treasure Hunt. There are about 200 History Mystery Questions to solve. If you successfully answer 100 questions, you will get a special surprise from Hillary Rodham Clinton. You don't have to do an entire History Mystery search in one sitting. Successfully answered History Mystery questions are tallied and saved in a file using the Code Name entered on the Sign-In card. Just use the same Code Name each time you sign in to keep your History Mystery tally running.



Anna Eleanor Roosevelt,
Douglas Granville Chandor
—From the First Ladies Tour



Young Mother and Two Children,
Mary Stevenson Cassatt
—From The Arts Tour

What is QTVR?

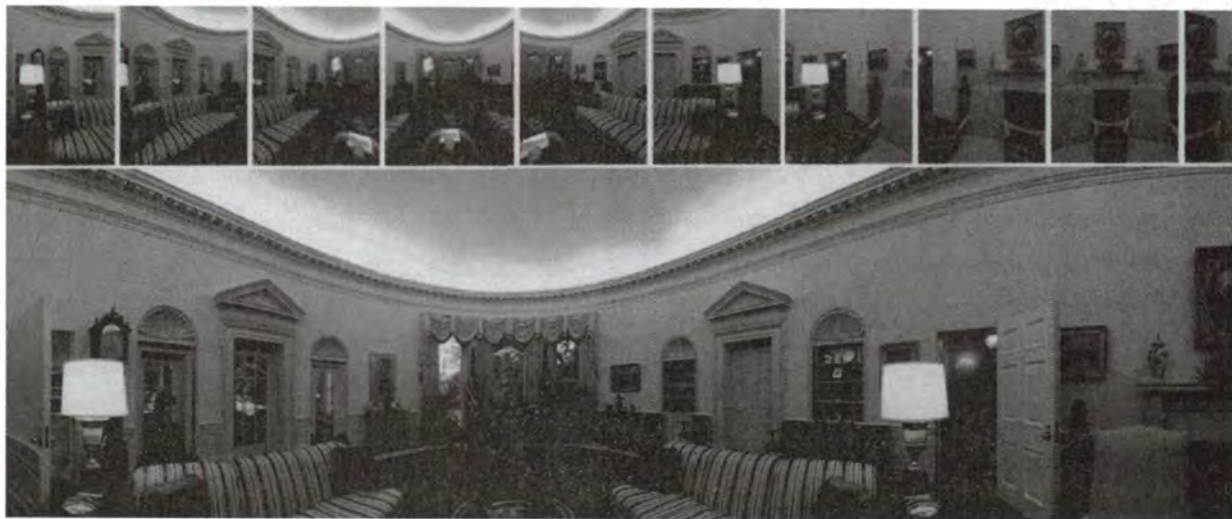
The White House Is Our House CD-ROM employs a number of powerful cutting-edge technologies to bring the President's House to life. Foremost among these is QuickTime Virtual Reality (QTVR), a revolutionary new technology for creating and displaying 360-degree panoramic photographs on your computer. Unlike regular digital video, where all the action is prerecorded for playback, QTVR enables you to interact with your environment—to look around, get close to, and move freely at your own pace from one place to another—as if you were actually in The White House! You can go to different places and see new things each time you visit. There are more than 220 individual QTVR “nodes” that link the

various rooms and spaces of The White House together. Within each room or space, 12 individual wide-angle photos were taken every 30 degrees as a camera was rotated on a tripod. That's more than 2,640 pictures in all.

Each set of 12 pictures was shot on a different roll of film, then developed and digitally processed. Then the photographs were “stitched” together using special software. This picture, a flat 360-degree panorama, was checked for color accuracy using color samples from The White House. So you can be sure the Blue Room is really that blue, and the Red Room is as vivid as it appears!

Clicking the mouse button when the arrow cursor appears in the Main View Window enables you to move from node to node. This gives the user a “you are here” feeling while moving through The White House and Grounds.

QTVR of the Oval Office



It's the ultimate field trip!

"With this CD-ROM, you can bring The White House into your classroom and create the neatest learning center ever."

—Patti Ernst

The message on my answering machine said, "*Hi Patti. We're sending the alpha CD-ROM with QTVR. Could you take a look at it?*" What kind of a CD-ROM? I'd been reviewing manuscripts about Presidents and First Ladies. But QTVR was new to me. Would I need new software? No, but it turned out we would need more time for classroom review. QTVR is a technology that so impressed my media-savvy kids it was difficult getting them off the computer!

When the disk arrived, we "walked" through rooms in The White House. Students were so excited! "Did Lincoln sleep in this bed? There's Socks! Wow! A bowling alley! Where does the helicopter land?" There was a predictable period of zooming through the spaces (with QTVR you can meander or travel fast, depending upon how you work your mouse), but once the novelty wore off, we got down to business. And our business was to help The White House Historical Association identify objects, spaces, and topics related to The White House that students would be most interested in exploring on this unique CD-ROM.

What is QTVR and how does it work?

QTVR is a new and exciting technology that provides a "you are there" experience and perspective. In *The White House Is Our House*, you can visit over 75 rooms and areas in The White House and on its grounds. By moving the cursor, you can get a 360-degree view of a space. You click from room to room, through corridors, and even onto The White House Grounds! My students were thrilled

to discover places like the Oval Office, White House swimming pool, theater, Family Dining Room, and kitchen—places you'd never be able to visit on a typical public tour or see on TV.

Behind-the-scenes tours intrigue kids

While QTVR "drives" the exploration of the spaces in The White House, it isn't the only medium in the CD-ROM; this program is packed! There are several hundred archival images, engaging video clips, photos of The White House art collection, stories told by those who work in The White House—even music by the United States Marine Corps Band. This wealth of material is neatly organized for pleasure and for instruction into a Public Tour and five thematic tours: Presidents, First Ladies, Children's, The Arts, and Architecture. There's also Explore!, a mode that puts you in The White House on your own adventures of observation, experience, and discovery.

White House workers share wonderful stories

While on the thematic tours, students click objects to discover stories The White House has to "tell"—stories that most visitors never hear. They are told by those who work there, such as Rex Scouten and Betty Monkman, from The White House Office of the Curator, and Chief Usher Gary Walters. Students also get to see "behind-the-scenes" people who help run The White House, including florists, cooks, and maintenance staff. And unlike the real White House public tour, where you can't get too close to things, students can examine the collection of art, artifacts, and furniture by simply clicking objects.

The teacher team that helped develop the program determined that it should answer questions students have about The White House—

What's it like to grow up there? What is there to do for fun? What kinds of pets have lived there?—and build toward more sophisticated concepts. Students discover the answers in contexts that help them develop higher-level understandings about our nation and its history.

In exploring the rooms and spaces, students begin to see that The White House's architectural history reveals a great deal about the changing nation and needs of the people who have occu-

“This wealth of material is neatly organized for pleasure and for instruction into a Public Tour and five thematic tours: Presidents, First Ladies, Children's, The Arts, and Architecture. Plus, there's Explore! . . .”

pied the house. They also begin to see that The White House is both an office for the President and a real home where people have lived and raised their families for almost 200 years. The CD-ROM puts a human face on a “house that belongs to the ages” and draws in kids. They visit the room where President Lincoln signed the Emancipation Proclamation; they see where President Carter and daughter Amy built her tree house; they read about how Margaret Truman felt when she went on dates shadowed by the Secret Service; and they learn that for President Teddy Roosevelt's children, The White House was not only a place they called home, but also a “menagerie” for their assortment of pets!

Several levels of activities

The White House Is Our House isn't just another “click and watch” program that frustrates teachers because it so underestimates students' abilities and interests. This product presents multiple opportunities and tools for several levels of activity, depending upon students' interests, your curriculum, and available class time.

History Mysteries

History Mysteries encourage kids to be astute observers of the spaces they are discovering. Like a White House treasure hunt, these questions incorporate information from all the tours. When you go on any of the five thematic tours or Explore!, a History Mystery star appears; kids click the star to get random History Mystery questions. Fun and factual, these mysteries challenge students' comprehension and recollection of information gleaned from the rooms they've visited, plus prompt further exploration. History Mystery questions are a good small-group or partner activity in the classroom, or if you have a projection plate, they can provide a fun, productive way to wind down a school day. They can also hold an individual student's atten-

tion for the better part of rainy Saturday, making this a good program to recommend to parents for home use.

White House projects

Another level consists of activities and projects suggested by the content. Some are implicit and will be readily apparent to you as you review this program with your curriculum in mind. For example, you might use the program for a new twist on Presidents' Day. (See White House Project Ideas for Students, page 20.) Others are embedded in the tours themselves, and they range from designing the President's House to writing a diary entry from the perspective of a member of a First Family.

White House productions

The program offers a rich resource base for large-scale portfolio projects used in upper grades to demonstrate research, organizational, and information-management skills. Using other resources (see Bibliography in this Teacher Resource Guide), and additional programs commonly found in

school computer and media centers, students can research and create their own multimedia productions about The White House. For example, students might work on the following:

White House Traveling Art Exhibition

Students research White House art and objects, and select pieces that become part of a traveling White House art exhibition. They design the exhibition and decide in what locations it will be shown, and they write and design the exhibit guide and all promotion for the exhibition tour.

Famous Faces in The White House

Students select and research a number of the most intriguing people ever to visit, live in, or work at The White House. Using magazine journalism or video documentary techniques, students create a print or digital magazine, a videotape, or a live performance devoted to biographical sketches.

First Ladies and The White House

How have First Ladies defined their roles in relation to The White House? Executed as a documentary, a briefing book for a new First Lady, or a recorded narrative, students look at how First Ladies have influenced the architecture and interior decoration, the traditions, and the “sense of place” that is The White House. They also explore ways First Ladies have impacted history, influenced changes in The White House, or used their role of First Lady to champion causes.

White House Garden of the States

Students create a “Garden of the States” on The White House Grounds that includes trees or flowers from each state. They research White House Grounds and all official state flowers and trees. (Can they all grow in the mid-Atlantic zone? If not, what can be substituted and still have each state represented?)

White House Scrapbook

What if every First Family were to leave photos and other mementos in a White House scrapbook and write a few words reflecting on their time there? What would be in that scrapbook of memories? Students create a paper or digital scrapbook, dedicating a page or more to selected individuals who have lived there. They explain their choices of mementos, photos, and inscriptions. Use the Capture Levers to store up to 20 different items—images, Content Cards, sketches, or notes—from Explore! or the five thematic tours in the Treasure Box. Students can then arrange the captured items on the pages provided in the Treasure Box and type additional text directly onto the digital page. These pages can be printed.

The White House is your house — to use as a learning center

These ideas are merely starters from the 30 teachers who had the pleasure of working on this program with their students. The more CD-ROM content we saw, the more possibilities we saw for classroom use—I’m sure it will be the same for you. What this program does is put The White House in your classroom, where it becomes both a primary teaching resource and a high-tech, high-interest learning center that kids will want to visit time and time again.

Patti Ernst has taught elementary school for more than 20 years, most recently in Anchorage, Alaska. She is creator of the award-winning 11-part video geography series Hello! from Around the World, and is president of Ernst Media. Patti is a teacher/adviser for The White House Is Our House CD-ROM.

A unique multimedia experience

"This program serves multiple teacher goals," says Doris Dillon, "and helps students make interesting connections to their own lives."

"Mrs. Dillon, look at this video. It's so great! If we put it in the CD-ROM, it will be the coolest program in school!" I'd hardly walked into the office when the young intern working on *The White House Is Our House* CD-ROM commanded my attention. It had been several weeks since I'd been closely involved in the project. Earlier, my students had read scripts and tested alpha versions. Now the team was choosing the content that would be included, and we would spend a part of the summer wrestling with those decisions. We think the result is a unique program that is worth teachers' precious time and money.

As much fun for teachers as for kids!

For educators with a passion for social studies, this is a perfect program—one full of unique QTVR photography of The White House, vintage still photos and video, and facts and anecdotes that noted historian William Seale calls the "relationship between The White House and the families who have lived there for almost 200 years." This is one software program that is as much fun for teachers as it is for children. There's so much tucked away in it, so much to discover, that its value increases every time it is used.

Supports key curriculum goals

Best of all, unlike many CD-ROMs that don't take full advantage of the medium's capabilities, this one does, and in doing so supports several

conceptual goals found in new curriculum frameworks. Here's how:

The White House Is Our House CD-ROM . . .

- **Gets kids working in a variety of media.**

We want students to learn to "read" and derive meaning from a range of media. This program, with its hundreds of QTVR views, images, narration, videos, sounds, and stories from White House workers, is a perfect vehicle. The tools embedded in the program (Pencil, Sketch Pen, Capture Levers, Note Pad, Sketch Pad, and Treasure Box for creating and capturing notes, ideas, and images) encourage students to use these media for their own purposes. *The White House Is Our House* classroom wall poster/timeline, included free with this Teacher's Resource Guide, adds to the media with which students can work. Plus, you'll find a useful bibliography at the end of this Teacher's Resource Guide.

- **Helps students develop new understandings about our history.**

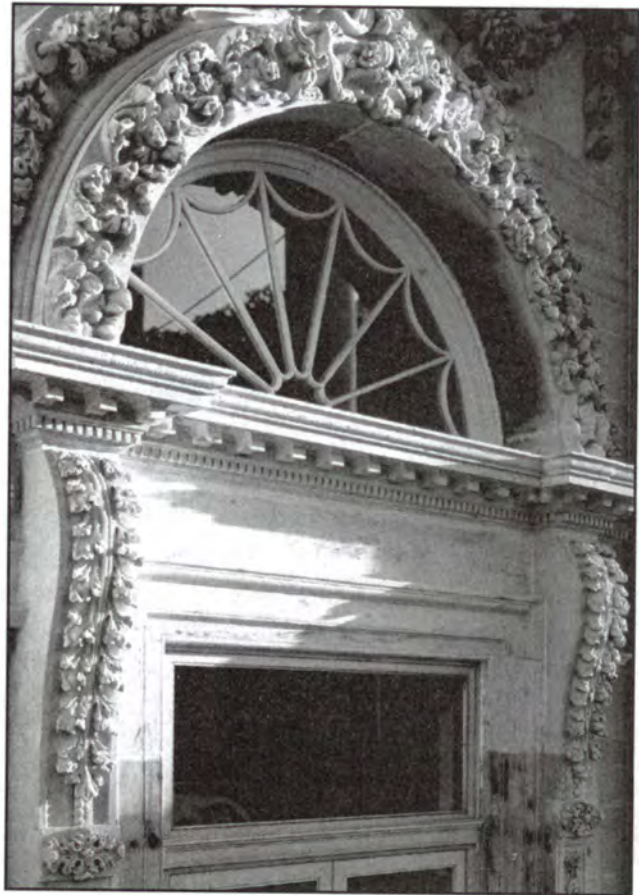
This program, unique among social studies materials, presents a view of American history through the multi-faceted prism of The White House and its occupants. You can learn about the Presidents in their order of service and trace the construction of The White House over time. You can also experience our history thematically on five of the tours: The Arts, Architecture, Children's, First Ladies, and Presidents. Thematic tours both focus and personalize our nation's history and ask students to bring their own perspectives to it.

As they navigate through The White House, visiting these historic, yet everyday rooms, students can put themselves in the place of Jefferson, Lincoln, the Roosevelts, Reagan, or other Presidents, First Ladies, and First Families as they made both historic and everyday decisions.

- **Adds a fresh perspective to elementary- and middle-school social studies.** There is a wealth of material here to spice up a tired unit on the Presidents, expand a study of First Ladies, study the growth of our nation through the changes and additions to the architecture and design of The White House, examine history through the eyes of artists whose work is collected or who performed in The White House, and reflect on our history through the anecdotes of those who've lived and worked at the seat of power.
- **Helps students appreciate the past, connect it to the present, and think about the future.** Most elementary students haven't developed a sense of history with breadth and depth. They hear grandparents say they remember where they were when they heard President Kennedy was shot, or their parents refer to the Reagan era, but it's hard for them to put those events into historical perspective. This program, with its interactive timeline and classroom wall poster/timeline, helps students place events in history and relate them to the present.
- **Offers opportunities for cross-curricular integration.** The themes covered in the CD-ROM can enrich the study of language arts, social studies, history, music, design, math, and science. The five thematic multimedia tours are rich in facts and background information that help students make connections across subject areas.
- **Encourages and expands the study of biography.** The CD-ROM supports the study of this important genre by offering students textured profiles of Presidents, First Ladies, and others who have shaped our history, and provides students with a ready means of selecting a personality for more in-depth biographical study.
- **Offers special opportunities for second-language learners.** Educators look for materials with strong visual appeal to help ESL students (and adults) gain fluency in English. *The White House Is Our House* has both in the context of history, a subject many newcomers to America are eager to learn.
- **Is a product that children and parents can truly enjoy together.** Parents often ask teachers to recommend software that it is both instructional and fun. Most "edutainment" programs fall short. Here's one you can recommend without hesitation. The content is rich, varied, and about a place that is in the news every day. The History Mysteries add a game-like challenge that make the program fun for the whole family.
- **Encourages hands-on, minds-on explorations and experiences.** The program is full of opportunities for children to create things and construct meaning for themselves. Whether they're inspired by the Architecture Tour to

design the President's House, to plan a state dinner for 300 guests based on information in Explore!, or to furnish the Oval Office by choosing from the art and artifacts in The White House, students will come to understand that The White House is truly "our house"—one to learn from, to share, and to enjoy for the rest of their lives.

Doris Dillon is a reading/language arts specialist who has taught at all elementary levels. She is currently media director for the Graystone School and the Williams School in San Jose, California. Dillon served as teacher/adviser for both *The White House Is Our House* CD-ROM and the classroom wall poster/timeline.



From the Architecture Tour

So you're in The White House! What to do first?

"Want to attend a dinner or performance at The White House? Stroll the Grounds? See what's cooking in the kitchen? Come on in!" says Doris Dillon. "There is so much on this CD-ROM that you may want to give students a hint of its breadth, so that they know to take full advantage when they're navigating on their own."

For older students, Dillon suggests starting with Explore! mode, using QTVR and the map function to move through The White House, and checking out the Hotspots and the History Mysteries. This will give them a flavor of all the things they can find in the various thematic tours, and will suggest curriculum connections teachers can make.

For primary children, Dillon suggests first sharing a story or pictures from one of the resources in the bibliography in this Teacher's Resource Guide, then taking the Public Tour as an orientation. This will prompt questions, says Dillon. "Then proceed to Explore! or specific theme tours to find areas that help students answer those questions. They'll soon be discovering on their own!"

The "Getting Around" tutorial is a great way to start your exploration.

Making a personal connection with The White House

*“This CD-ROM offers students a you-are-there feeling of exploring this great house and the history makers who have lived there,” says teacher **Marj Montgomery**. Here are her tips for engaging young adolescents in a study of *The White House* that incorporates essential skills and intelligences.*

A CD-ROM—particularly one with QTVR—is the perfect way to pique the interest of young adolescents in a place that is as familiar, yet as unknown, as The White House. I discovered that time and again as I tested beginning versions of the program with my eighth graders.

“That’s right where I stood!” exclaimed one student as we maneuvered around the Red Room. “The officer told us that when the tours end they take down the ropes and the Clintons frequently come in and use the room only minutes later.”

Middle schoolers are inherently more interested in any topic if they can make a personal connection to it. Some of my students had visited The White House and could point to places they recalled. Many were familiar with the facades of The White House and the Oval Office, having seen them on television. The opportunity to “walk around” the grounds and “step inside” the Oval Office offers a you-are-there feeling that immediately engages students and motivates them to explore areas the TV camera never shows.

The sense of being inside The White House also helps middle schoolers make deeper connections to the people and events that have shaped its 200-year history. Kids can stand in the China Room, gaze at the Hayes china, and imagine the stir created at the first state dinner at which those exotic dishes were used. They can look at the presidential seal above the Diplomatic Reception

Room and conjure up President Truman’s comments in 1945 when the eagle’s head was turned from war to peace, from arrows to olive branch. It’s also easier to help students put themselves in the place of Presidents and First Ladies and recognize how issues they’ve faced might parallel issues in the students’ own lives.

It’s that kind of imagination that sparked discussions and activities about The White House in my classroom. As a starting place for teachers new to the program, let me share how I introduced and will continue to use *The White House Is Our House* CD-ROM with my middle schoolers.

Getting started

Students will want to look around before they do anything else. I had my students browse with notebook in hand, so they could jot down information or ideas that struck them as they got acquainted with The White House. When they saw something interesting, they could sketch it or write a word or phrase about it. (The CD-ROM provides tools such as a Pencil and Sketch Pen that allow students to write and draw their ideas on-screen.)

Incorporating essential skills

Once students had a sense of where they were in The White House, we began using the CD-ROM content as the basis for activities. Our interdisciplinary team has developed a list of essential skills, divided into the following categories: Data Gathering, Decision Making, Intellectual, Interpersonal, Communication, and Mathematics.

For example, let’s say the focus of an activity is decision-making skills. Students would need to demonstrate that they had done the following:

The White House Is Our House

project ideas for students

Welcome to The White House:

A Field Trip for Kids

You're The White House curator. Design a special "virtual tour" for school groups. Explain why you've selected certain rooms and objects; and why they are important. Use your digital Pencil and Sketch Pen to design and keep notes.

White House Family Journal

Research The White House from the point of view of a President's child. What is it like to live in The White House? What's different or special about it? What do you do for fun? Where do you play? What do your friends think when they visit? Describe your experience in a digital diary or scrapbook. Use the Treasure Box.

Moving into The White House

You are the First Lady (or the First Gentleman). It's your first day in The White House and you want to feel more at home. Find a room that you'd like to redecorate. Draw a floorplan for that room and decide what art, furniture, books, and objects from The White House collection you'd like to furnish the room with and place them on the floorplan. Redecorate the room using the floorplan. Draw examples or collect swatches of the materials you'd like to use for the wallpaper, carpet, and curtains in the redecorated room.

White House State Dinner

You are the First Lady (or the First Gentleman). Organize a White House dinner. You can invite anyone from any period in American history. Decide the seating chart, plan the menu, and choose the china (or design a pattern of your own). Select entertainment for the evening.

You're in the Oval Office

You've just been elected President. What art, furniture, books, and objects from The White House collection do you want in the Oval Office? Explain your choices. Using Explore!, see what's in the Oval

Office, then decide what would make you feel comfortable working there.

White House Addition

Large as The White House is, you decide as President that a new room is needed. Think about a room you would like to see as part of The White House. Draw a floorplan that shows where this room is located and how it would be connected to the House. Decide the purpose of the room, then design it to fit that function. Furnish and decorate it, too.

Working in The White House

Create an advertisement for a job you'd like to apply for in The White House. Explain the duties and the skills, personality, and character traits required to do this job effectively. (Encourage students to respond to one another's ads with application letters and résumés.)

If These Walls Could Talk . . .

If White House walls could talk, what are some of the most interesting stories they'd tell? Using *The White House Is Our House* and additional resources, research these stories. Select a medium (book, news program, video, narration, play, QTVR tour, and so on) in which to tell them.

You Are There . . .

You are a reporter or political cartoonist covering an important figure or historic White House event. Describe or illustrate the event you have chosen as though you were there.

White House Time Capsule

In 1992, President Bush dedicated a White House Time Capsule, which is buried just outside the southwest corner of The White House. If you were to create a White House Time Capsule, what would you include in it and why? When would it be sealed? When would it be opened?

- considered alternative solutions;
- considered the consequences of each solution;
- made decisions and justified them in relation to democratic principles; and
- acted based on those decisions.

Here's one example of an activity that calls on all of these aspects of decision making. It's called "Guess Who's Coming to Dinner?"

You're the President. Plan a state dinner. Here are all of the things you need to decide: the date of the event—it can be any year of White House history; the guest list (the State Dining Room can hold 130 people—13 tables seating 10 guests each); the menu; where you will eat (in which room or outside—and where outside); what the tables will look like (china—chosen from the collection in the China Room or a new pattern you design—tablecloths, flower arrangements); the entertainment (maybe music for the Marine Band to play during dinner, or some kind of performance after dinner); an invitation for guests. You may also want to outline topics of conversation, since people will take their cues from you. Finally, draw up a budget that estimates what the event will cost.

For the sake of accuracy, be sure to point out that the President may not actually be personally involved in making each of these decisions. Many are decided by the First Lady and members of The White House staff.

Focusing on multiple intelligences

As students evaluate their state dinner plans for decision-making skills, I ask them to also focus on which of the following intelligences they have demonstrated:

- Linguistic
- Logical-Mathematical
- Intrapersonal
- Interpersonal
- Musical
- Kinesthetic
- Spatial

So let's say their dinner plans include playing croquet on the South Lawn (Kinesthetic Intelligence). Or they may have chosen four different works, from classical to rock, as predinner music (Musical Intelligence). Near the end of the year, students would be expected to incorporate all seven intelligences into their plans. Early to mid-year, I decrease that number.

Comparing then and now

There are many opportunities in this program for students to compare and contrast (a skill we identify as Intellectual)—and, again, to make personal connections. For example, when I ask students to evaluate presidential portraits and the choice of background for each, I ask them to decide on the backdrop they would want for their own portrait and to explain why the background is important. I also ask them to consider a President's clothing style and how his hair is arranged—and to compare those details to the flurry of combing and preening that precedes the taking of school pictures. What effect is Jefferson or the artist trying for? What effect are classmates trying for? Students compile their responses into a notebook or flip-book.

Proving a hypothesis

An assignment that helps drive students into the content of the program is giving them a hypothesis to prove or disprove. Here's one: *Younger Presidents make better decisions than older Presidents do.* Students must go on the Presidents Tour, identify Presidents by age, then evaluate the judgment and leadership of each President and look for a pattern, if one exists. Naturally, you can guide students into discussions of what qualities make for great leaders and what circumstances may have influenced Presidents who made what history has deemed as wise or poor judgments. To bring the activity full circle to students themselves, I ask them what they consider when making decisions. How do peers or events influence their thinking?

Capturing voices from White House history

I'm constantly on the lookout for new ways to inspire my students to write. I've discovered two poetry forms that work beautifully with the content on this CD-ROM.

- **Questionnaire Poem:** This program abounds in biography. If students are drawn to a President, First Lady, President's child, even a "First Pet," invite them to write a questionnaire poem about the subject.

This poetic form was created by Carole Bearse, a poet-in-residence in the Middlesex County, Massachusetts, schools. It invites students to get to know a historical figure by speaking for that character. The poem features biographical information from the following four categories, all recounted in the first person:

Describe your early education.

What is your permanent address?

Describe a crucial event in your life.

Awards and honors.

For example, in learning about the presidency of Lyndon B. Johnson, one student discovered that President Johnson appointed the first African American Supreme Court Justice, Thurgood Marshall. She was inspired to write a questionnaire poem in the voice of Justice Marshall. Here's how it begins:

Describe your early education.

Sitting in the basement of my school, memorizing the Constitution as a punishment.

Realizing that the schools that the white children went to were considerably better than the black children's schools.

Listening to stories of my great-grandfather, a slave, whom I never had known. . . .

Rachel Brodin

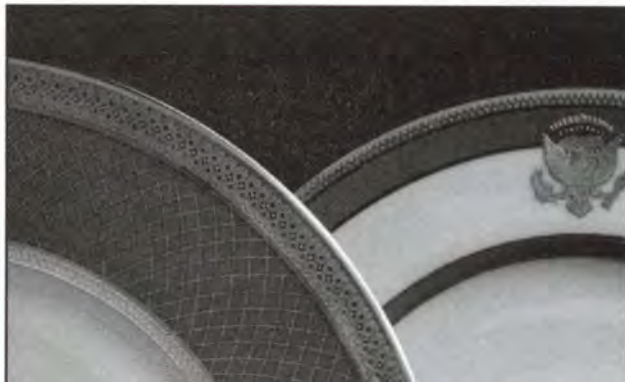
- **Poem for Two Voices:** Author Paul Fleischman, in his book *Joyful Noise*, offers an intriguing way to help students explore point of view—through a "poem for two voices." Two students collaborate, each taking one person's point of view. I have used this poetic form with such topics as the ratification of the Constitution. (For excerpts of a poem on the subject by two eighth graders speaking for Thomas Jefferson and Richard Henry Lee—one of the signers of the Declaration of Independence and opponent of the Constitution—see the box on page 23.) There is much raw historical material for poems on White House history. In addition to taking roles, students can decide where in The White House the conversation took place and work that detail into the poem.

At home in the President's House

Once you and your students get familiar with *The White House Is Our House* CD-ROM, you're sure to find other ways to connect it to your curriculum—and your students are sure to feel right at home in the President's House. What a great way to make American history more meaningful for middle schoolers!

Marj Montgomery, a teacher/adviser on The White House Is Our House CD-ROM, teaches eighth grade social studies in Newton, Massachusetts.

Reagan China
—From The Arts Tour



Thomas Jefferson and Richard Henry Lee
A Poem for Two Voices

I am Thomas Jefferson.

I am Richard Henry Lee.

I want to talk to you about
this proposed Constitution.
We must ratify this Constitution quickly.

Friend, why are we in such a hurry?
What is the emergency?

But we must agree on some form of
government for our new nation.

A Constitution with no Bill of Rights
is no good.

I agree with you, Richard,
but a country without a government
is chaos. . . .

. . . This Constitution cannot be ratified.
This Constitution has endless problems.
Why not end slavery? What about the term of office
of the representatives? It will create tyranny.

This Constitution is the product of
hard work and determination.
It is the best possible document.
I don't think we'll ever agree.

You do not listen to me, Thomas.

You do not hear me, Richard.
This country is too important to me
to let this matter drop so easily.
Accept it!

Never!

You are stubborn, Richard.

No, I am careful, Thomas.

Let's go to the pub and talk some more.

Are you buying, Thomas?

Maureen McKenna

Aparna Lele

What not to miss in this CD-ROM . . .

A kid's-eye view

Dear Teachers:

I hope my middle school teachers ask me to write what I did on my summer vacation. You see, I worked on *The White House Is Our House* CD-ROM. The editors thought it would be good to have kids my age checking stuff out. The result is that I know every inch (I guess I should say every byte of RAM) of this program, because I had to help locate, review, choose, catalog, and assemble the videos, pictures, stories, and artwork that went into it. It really was work, but it was fun, too.

What will your students like about this program? Lots.

- The QTVR “behind-the-scenes” access to rooms is very cool—you get to go places guards would never let you. Like the swimming pool and the bowling alley and the theater. Don’t miss Johnny Muffler’s clock shop.
- They’ll like all the Hotspots—there are so many that you should be forewarned: If your students are like my friends and me, they’ll want to find them all and try all the Slide Show, Video, and Audio buttons, and that may cause a problem scheduling time on the computer. Don’t miss any of them!
- They’ll like the awesome stories that Mr. Scouten and other curators tell about people who have lived there. Don’t miss how Amy Carter saved a mouse.
- They’ll like watching “White House home video” of Presidents and celebrities entertaining guests in the East Room. Don’t miss Bob Hope and Ann-Margret.
- They’ll like learning history that’s not boring. Tell them not to miss:

- how the artist got President Teddy Roosevelt to strike a presidential pose for his portrait;
- how the Roosevelt children loved to surprise White House visitors with their frogs and snakes;
- how Jessie Grant finally got stamps for his collection;
- how the Marquis de Lafayette got to keep a pet alligator in the East Room;
- how the grandson of one President met the daughter of a President and eventually married her;
- how the candy bar Baby Ruth got its name;
- how another little girl named Ruth became a part of a famous painting in The White House.

There's so much not to miss! How can I tell it all in a short article? I can't. Just like we did this summer, your students will just have to discover it for themselves. If you let them use this program, you'll be their favorite teacher.

Eric Raicovich

Eric Raicovich
Student Intern, Summer 1996/1997
The White House Is Our House CD-ROM

Why study The White House?

The White House themes connect to curriculum—language arts, science, history and social studies, math and arts—in several ways.

The White House is a . . .

- symbol of the United States recognized throughout the world.
- place open to visitors from every state and every nation.
- repository of objects that reflect our history as a nation and provide insights into our past, present, and future.
- site of milestone events in our nation's history.
- home where real people live and raise families, where personal joys and sorrows are played out alongside the governing of a nation.
- building whose changing architectural history reveals much about the changing needs of the presidency and mirrors the development of domestic technologies that have improved the homes of all Americans.

The White House: Symbol and stage

The White House has been both symbol and stage for one of the most compelling human dramas—the presidency; says writer and historian William Seale.

*Here, he offers a perspective for helping students use *The White House* to understand America's story.*

The history of The White House presents unique opportunities for instruction. As one of America's most venerable buildings—and one of the most familiar, thanks to television—The White House will be known in some way to virtually every student.

A vast quantity of documentary historical material supports the detailed story of the President's House. Being a public house, records have been carefully kept for more than two centuries of its planning, building, and ongoing operation. These have been used generously in producing *The White House Is Our House* CD-ROM.

History being first and always the human story, the extensive information on this CD-ROM—particularly the tours focusing on Presidents, First Ladies, and children, but even those about the arts and architecture of The White House—emphasizes the human element. The presidency has been a rich source of human drama, and The White House has been its stage.

A "House for the President"

The White House was created by an act of Congress, the Residence Act of 1790, which called for building a capital city and in it a "House for the Congress" as well as a "House for the President."

The task fell directly to President George Washington, who elected to handle the job himself. He supervised the work of Pierre Charles L'Enfant, a native of France and veteran of the

War for Independence. L'Enfant had grand ideas. The engineer laid plans before President Washington, to accept or reject. The scheme for a palace was accepted. Washington wanted a house that Europeans would admire—and thus, admire Americans as well. Politics intervened and the palace was never built; the next best thing did rise, the present White House, about a quarter of the size of what a palace might have been.

Hardly had the stonemasons backed away from their finished product than the pageant of the presidency began. General Washington, who died at Mount Vernon on December 14, 1799, passed into history in the last weeks of the eighteenth century. His successor, John Adams, moved into the President's House on November 1, 1800 (the day specified in the Residence Act).

Washington's dream came true—and more; an admirable succession of distinguished Presidents have made their home in The White House for nearly 200 years.

Broader themes

As students learn about the individuals who have lived in The White House, their study will be enhanced by bringing to it a broader perspective on the roles of President and First Lady.

No life experience can fully prepare a person to be President of the United States. Think of Eisenhower, the military man, who sowed so many seeds—civil rights, space exploration—that had nothing to do with his military expertise. Washington, the farmer and militiaman, faced with nation building and nation substantiating, both challenges that drew on his extraordinary human powers. And Lincoln, the country lawyer, met with vast unknowns and disputes that went back before his time, sought a course of argument that justified what he believed was right and what we can see in retrospect was right.

As students learn about each President—using the resource materials on this CD-ROM and others which, I hope, they will be inspired to find—they might view each leader from the perspective of the challenges he faced, how he responded, and how well he performed in terms of leadership and judgment.

Some Presidents—like Franklin Delano Roosevelt—performed with enduring greatness. Others—like Franklin Pierce—are less easily remembered. But each has his uniqueness and his mark on American history for students to discover. And for each, his home and office have been the historic stone house, The White House.

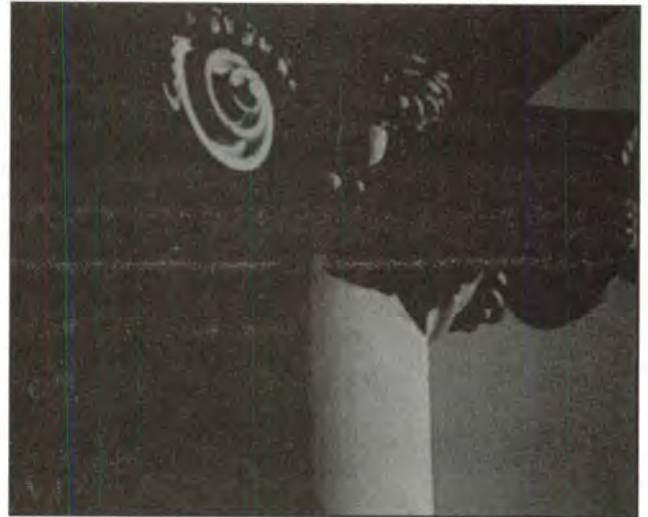
Equally fascinating are the First Ladies. While neither elected officials or officeholders, they found themselves in a place in history where they not only could observe but, because of their spouses, also exert influence. There is an irony to their lives that comes from being of some importance in themselves, but more so figures in the wings whom we never really know well. Students might consider this view—and debate it, too—as they meet the First Ladies on this program.

White House in history

I also find it helpful to see The White House in terms of established periods in American history. The White House always reflects its times in one way or another. Let's take some examples:

- Young Republic, 1800–1824: During this time The White House is burned and rebuilt, just as the young nation is tested by war.
- Expansionism, 1800–1809; 1846–1849: Louisiana Purchase, Mexican War—all orchestrated from The White House.
- The Age of Jackson, 1828–1850: A personality resident in The White House gives his name to an age.

From the Architecture Tour



- The Irrepressible Conflict, 1850–1865: Antebellum period from the Compromise of 1850 to eve of war, then Civil War to its close in 1865, with the poignant symbolism of Lincoln.
- Introduction to the World, 1898–1919: Spanish-American War to Treaty of Versailles—first global war orchestrated from The White House, which puts nation and presidency into a position of power not known since George Washington's days; Theodore Roosevelt's "international" White House decor; and the ideals and principles of Woodrow Wilson's administration.
- Good Times and Bad, 1920s and 1930s: The White House—and economic times—of Calvin Coolidge and Franklin D. Roosevelt, with the Hoover period as a hinge from one to the other.
- America to the Rescue of the World, 1939–1950: World War II and the Marshall Plan.
- The Cold War, 1945–1991: Truman Renovation, Korea, Cuban Missile Crisis, Vietnam.



Petalesharro,
Charles Bird King
—From *The Arts Tour*

A historical resource

The White House Is Our House CD-ROM provides a tremendous base of information—text, historical and contemporary images, audio and video clips—from which students can draw in understanding these periods in history and the people who were pivotal players in them. All that is needed are the questions—and questions are the basis of history!

Teachers, too, can extract portions to illuminate particular areas of concentration in American history or civics. In making use of this CD-ROM, see it as a resource—its words produced from the latest historical inquiry, its visual material documentary and authentic. The value of this program to creative historical scholarship for the classroom will be easily proven.

William Seale is the author of numerous books on The White House, including its definitive history, the two-volume work The President's House. Mr. Seale shares his vast knowledge of The White House and the people who have lived there on selected audio clips throughout the CD-ROM.

How do we know President Monroe sat in that chair?

This CD-ROM tells the stories of hundreds of wonderful objects in The White House collection. Your students are likely to ask, "How do we know so much about these objects?" To find out, teacher Pedie O'Brien interviewed Betty Monkman of The White House Office of the Curator.

Q What do curators do?

A Curators help tell the story of history through objects people have used, valued, and saved. Take the President's desk in the Oval Office, for example. It was given to President Rutherford B. Hayes by Queen Victoria in 1880. It was made of oak timbers from *HMS Resolute*, a British ship recovered by American whalers in the Arctic. This desk has been used by many Presidents since Hayes, and with each use, the desk's story grows richer. You can learn more about its fascinating history by clicking the desk when you visit the Oval Office.

Q Why are these objects important?

A These objects connect and link us to the past. They bring us closer to the people who have used them. Historic objects tell a story about how those people lived, what they treasured, and why. The objects tell us about the people's customs, traditions, attitudes, beliefs, and values. They help us understand the culture of the time.

Q What is one of your favorite examples of that?

A Objects brought to The White House by President James Monroe. As students visit various rooms, they'll discover wonderful objects purchased in France that were ordered by

President Monroe after the fire of 1814. They were similar to things that he had seen used at the court of Napoleon when he lived in France. Many are status symbols that evoke a sense of power. We may look at these objects today and consider them ornate, but they reflect Monroe's taste and his desire to provide a dignified setting for the presidency after the War of 1812.

Q How do curators know the history of an object?

A We authenticate objects several ways. There's documentation, which includes things such as bills of sale; inventories; photographs showing objects in place; and written descriptions in letters, diaries, journals, and newspapers. We study visual clues—how something is made; its form, style, evidence of wear, and marks that help date an object; aesthetics, such as the artist's or craftsman's style, form, or design; and the quality of a piece of work. We try to determine the provenance—where the object came from—by tracing the history of ownership. And we ask questions about the context of use: What was the function of the



Monroe Chair—From The Arts Tour

object? Researching those answers—even if we can only answer a few—can tell us the history of the object.

Q Does an object have to be a work of art to be important?

A Not at all. We value many objects in our homes because they evoke emotional responses, such as photos, things we used in our childhood, musical instruments, books, special souvenirs, and mementos that remind us of family members, friends,

and traditions. They represent memories and ties that we have with other people and places, and we cherish them for those reasons. It's important to keep those objects and record information about them for the future. When we do that, we maintain important ties with our past.

Betty Monkman is Curator, White House Office of the Curator. Pedie O'Brien, a teacher/adviser on The White House Is Our House CD-ROM, teaches fourth grade in Bristol, Vermont.

White House bibliography

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www.nara.gov

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www.nps.gov

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www.loc.gov

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www.access.gpo.gov

This bibliography was compiled by The White House Is Our House CD-ROM teacher/adviser Doris Dillon.

White House information

For information about tickets for White House tours and special events, call (202) 208-1631 or (202) 456-7041. The White House is open to visitors from 10:00 A.M. to 12:00 P.M., Tuesday through Saturday.

To write to The White House, address letters to:
1600 Pennsylvania Avenue
Washington, D.C. 20500

Send e-mail to:
whitehouse.mail/president@whitehouse.gov or
mail/vicepresident@whitehouse.gov

To contact the White House Historical Association:
White House Historical Association
740 Jackson Place N.W.
Washington, D.C. 20503
(202) 737-8292

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The White House Is Our House
Provided by The American Architectural Foundation and The White House Historical Association

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Argonquin, a pony belonging to Theodore Roosevelt's children, is the only horse to have visited the *inside* of the White House. Once when his brother, Archie, was sick, Quentin, shown here, took the pony up the elevator to visit Archie in his bedroom! ³⁴

Both Jessie and Eleanor Wilson were married in the White House while their father, Woodrow, was president. What other presidents' children have married in the White House?



Edith, second wife of Woodrow Wilson, brought her sewing machine when she moved into the White House in 1915. She used it to sew pajamas and surgical shirts for the Red Cross during World War I. ³³



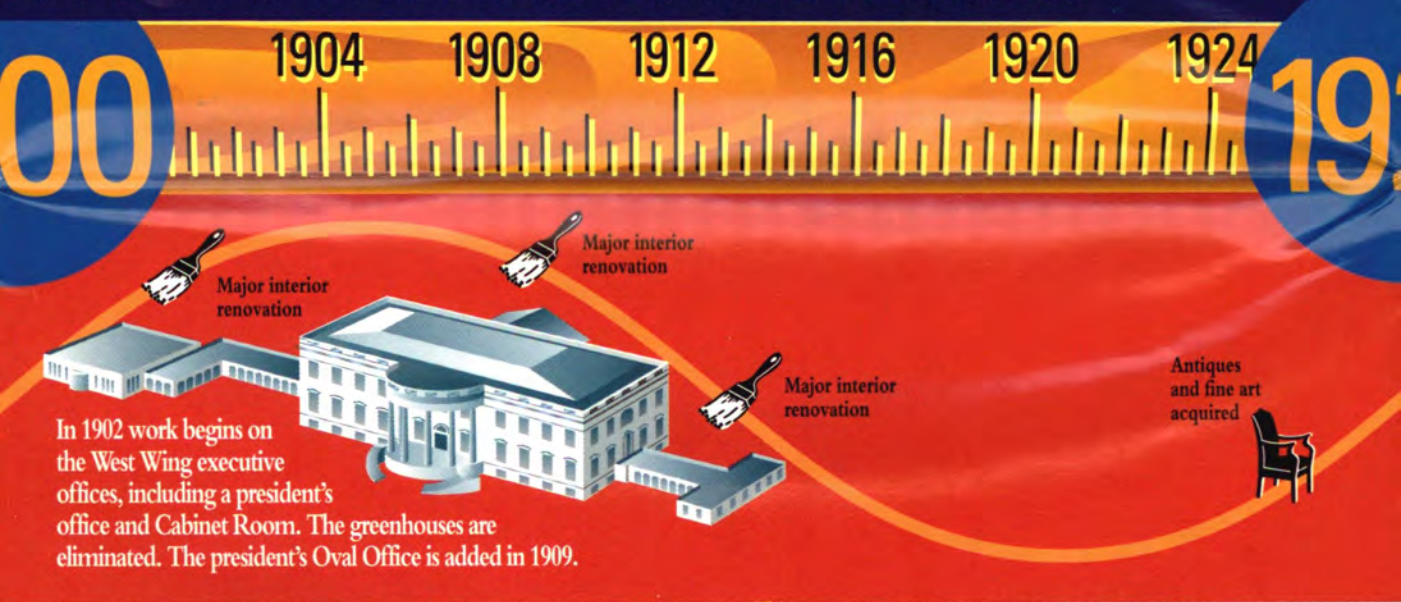
President William Howard Taft gave the White House its first set of "wheels." He had the stables converted into a garage for four cars, all ordered in 1909. ³⁶



President Taft was a huge man, weighing more than 300 pounds. A special bathtub was installed for him in the White House, big enough to hold four men! ³⁷

se Is Our House

tion and The White House Historical Association



Theodore Roosevelt
1901-09



William H. Taft
1909-13



Woodrow Wilson
1913-21



Warren G. Harding
1921-23



Calvin Coolidge
1923-29



Like many children of presidents before and after them, Theodore Roosevelt's kids had pets. Here Teddy Jr. gives the family macaw, Eli, a ride. The Roosevelt children also had a pet black bear and a



In 1906, Alice Roosevelt, Teddy's daughter, married Congressman Nicholas Longworth in the White House. To speed up the cutting of her wedding cake, she borrowed a military sword from a guest and sliced away! ³⁹



Clinton Library Transfer Form

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HISTORICAL ASSOCIATION



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AAF [American Architectural Foundation]

6

The National Center for Public Education
About Architecture

AATF

The National Center for Public Education about Architecture

Imagine the possibilities if we all understood the process that shapes our surroundings and had the confidence to use that process to create a better environment for ourselves and our children.