

## Summary

The George W. Bush Presidential Center on the campus of Southern Methodist University in Dallas is one of 16 presidential libraries managed by the National Archives and Records Administration of the United States. Presidential libraries are public spaces created for both research and visitor museum experience. Each library holds papers generated during the presidency and are available for public research. The library is privately funded to build and then operated by the federal government.

The Bush museum's permanent collection has exhibits dedicated to the life of the president before, during and after his presidency. The artifacts collected are unique to the president's time in office and include gifts given to the president by other heads of state from all over the world.

Rotating temporary exhibits such as President Bush's paintings, are on display for several months at a time.



The Bush Presidential Center also houses the Bush Institute which provides ongoing advocacy in area such as immigration, democracy, education, economic growth, global health and veterans and military family support.

The following activities require viewing the slideshow "George W. Bush Presidential Center". Additional resources such as the two books he has published of his previous paintings with biographies of his subjects, can be found at your local library.

## **Activity 1**

### Writing Response

#### **Materials Needed:**

- [GWB Presidential Center Slideshow](#)
- *Out of One, Many* by GWB—paintings and biographies of immigrants
- *Portraits of Courage* by GWB—paintings and biographies of veterans  
-Both books should be available at your local library

*(Hint: there are some funny interviews with President Bush on YouTube.)*

#### **Writing Response: Write a one-page reflection**

1. President Bush began painting after his presidency. He uses his painting to honor veterans and immigrants to our country. Using one of the resource books above, read the introduction, choose a painting and read the biography of the subject. The following questions may help guide your response. Do his paintings reflect issues he wants to highlight? How does he interact with his subjects? Why do you think President Bush choose to paint it? What made it important to the exhibit? Be detailed with your description.

Other possible sources:

<https://www.youtube.com/watch?v=34mx9IRXobk>

<https://www.youtube.com/watch?v=59Rec8bw010>

<https://www.youtube.com/watch?v=coDr13x6lFE>

Be aware that YouTube does interrupt videos with advertisements.

## **Activity 2**

### Photograph Analysis

#### **Materials Needed:**

- [Online Slideshow exhibit](#)

OR

- *Out of One, Many* by GWB—paintings and biographies of immigrants
  - *Portraits of Courage* by GWB—paintings and biographies of veterans
- Both books should be available at your local library

Choose a photo of a painting from the online exhibit or choose one from the books. Use the following questions to begin analyzing the photo.

**Step 1. Observation**

A. Study the photograph for 2 minutes. Form an overall first impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

1. Title of photo or name of person

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2. Notice the artists use of color. List three things that are unique about the color choices.

a. -----

b. -----

c. -----

B. Use the chart below to list people, objects and activities in the photograph.

PEOPLE	OBJECTS	ACTIVITIES

**Step 2. Inference**

Based on what you observed above, list three things you might infer from this photograph.

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**Step 3. Questions**

A. What questions does this photograph raise in your mind?

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B. Where could you find answers to them?

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Content based on *Teaching With Documents*, National Archives and Records Administration Education Staff

**Questions for further discussion:**

1. President Bush used visitors of the museum as his subjects in his latest set of paintings in the current rotating exhibit. Describe the visitors and infer how he chose them as representations for his paintings. From what you have learned about President Bush and what he chooses to paint, how do these decisions agree or disagree with his previous subjects of immigrants or injured veterans?
2. Watch the YouTube Video <https://www.youtube.com/watch?v=59Rec8bw010>
  - a. Why did President Bush begin painting?
  - b. Name two things President Bush would like people in government to understand regarding his paintings.
  - c. Name two things President Bush would like anyone to understand regarding immigration.

## TEKS

### SOCIAL STUDIES

#### United States History Since 1877 – 113.42 (d)

- (11) (A-D) History, 1990s-21<sup>st</sup> Century
- (19) (B) Government, Election of 2000
- (23) (B) Citizenship, Congressional Medal of Honor
- (25) (A-C) Culture
- (28) (A-F) Social Studies skills
- (29) (A-C) Social Studies skills

#### United States Government – 113.44 (d)

- (7) (B) Structure of Executive branch, power of president
- (12) (A,B,F) Citizenship
- (13) (A,B) Citizenship
- (19) (A-D,F) Social Studies skills

### FINE ARTS

#### Art Level 1 – 117.302 (c)

- (1) (A,B) Foundations, observation and perception
- (3) (A,B) Historical and cultural relevance
- (4) (A,B) Critical Evaluation and response

#### Art Level 2 – 117.303 (c)

- (1) (A,B) Foundations, observation and perception
- (4) (A,B) Critical Evaluation and response

#### Art Level 3 – 117.304 (c)

- (1) (A,B) Foundations, observation and perception
- (4) (A-C) Critical Evaluation and response

#### Art Level 4 – 117.305 (c)

- (1) (A,B) Foundations, observation and perception
- (4) (A-C) Critical Evaluation and response

### ELAR

#### English 1 – 110.36 (c)

- (1) (A-D) Vocabulary understanding
- (4) (A-G, I) Comprehension skills
- (5) (A-G, I, J) Response skills
- (8) (A-D) Author's purpose
- (9) (A-D) Composition
- (10) (C) Compose argumentative texts

#### English 2 – 110.37 C

- (1) (A,B,D) Oral language-respectful discourse, collaboration participation
- (4) (A-E) Comprehension skills
- (5) (B, J) Response Skills
- (10) (C) Composition-argumentative

#### English 3 – 110.38 (c)

- (1) (A,B,D) Oral language
- (2) (A,B) Developing and sustaining foundational language
- (4) (A-I) Comprehension skills
- (5) (B-J) Response skills
- (9) (A-D) Composition
- (10) (C) Composition-argumentative
- (F) Composition rhetorical

#### English 4 – 110.39 (c)

- (1) (A,D) Oral language
- (2) (A,B) Developing and sustaining foundational language
- (4) (A-G) Comprehension skills
- (5) (B-E) Response skills
- (10) (C) Composition-argumentative
- (F) Composition rhetorical

#### Visual Media – 110.49 (b)

- (2) (A,C,E) Analyzes and critiques

#### Practical writing – 110.54 (b)

- (5) (A-G) Analyzes informational text