

- Eleanor Roosevelt wrote a newspaper column called "My Day" six days a week to tell people about her life and her thoughts about important social issues. Ask students to keep daily journals of their own "newspaper columns" that describe their own lives and views on how they would try to make the world a better place.
- Break students into small groups and assign each group images and short biographies of famous first ladies such as Martha Washington, Dolly Madison and Abigail Adams. Students in each group may be asked to choose their favorite First Lady and discuss the reasons for their selection.
- Ask students to create a collage of images of famous First Ladies of the twentieth century such as Lady Bird Johnson, Nancy Reagan and Hillary Clinton. As a follow-up, ask students to create a list of words to describe the qualities and characteristics of these important women. Ask students to compare the roles of other 20th century First Ladies to the effort put forth by Eleanor Roosevelt.

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- www.whitehouse.gov/history/firstladies/ar32.html
The White House provides teachers and students with a brief biography of Eleanor Roosevelt, and offers links to information on other First Ladies.
- www.un.org/Pubs/CyberSchoolBus/
The United Nations presents their Global Teaching and Learning Project which gives students access to a wealth of information on the history of the UN and how it functions in the world.
- www.gwu.edu/~erpapers/abouteleonor/timeline/tl1.cfm
The Eleanor Roosevelt Papers site gives teachers access to numerous primary source documents related to Eleanor and has an extensive time line chronicling the life of the famous First Lady.

Suggested Print Resources

- Cooney, Barbara. *Eleanor*. Viking, New York, NY; 1996.
- De Young, Coco C. *A Letter to Mrs. Roosevelt*. Bantam Doubleday Dell, New York, NY; 1999. Based on a true story, this short novel describes the experiences of an 11 year old girl and her family living in Johnstown, Pennsylvania at the time of the Great Depression.
- Kulling, Monica. *Eleanor Everywhere: The Life of Eleanor Roosevelt*. Random House, New York, NY; 1999.

TEACHER'S GUIDE CONSULTANT

Jeffrey W. Litzke, B.A., Political Science, M.Ed.
Curriculum Specialist, Schlessinger Media

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ELEANOR ROOSEVELT

Grades K-4

This guide is a supplement designed for teachers to use when presenting this program. The guide provides you with a brief historical overview, previewing and follow-up discussion questions, vocabulary, focus questions for assessing comprehension, extension activities and print and Internet resources.

Before Viewing: Give students an introduction to the topic by relaying aspects of the program overview to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

After Viewing: Review the program and vocabulary, and use the follow-up questions and activities to inspire continued discussion. Encourage students to research the topic further with the Internet and print resources provided.



Historical Overview

Born into a life of wealth and opportunity, Eleanor Roosevelt chose to devote herself to those who were less fortunate. Human rights, poverty, world peace — no problem was too large for her to tackle. Despite her family's fame and fortune, Eleanor grew up shy and awkward, and experienced tragedy at an early age, losing both of her parents to serious illness when she was very young. Attending school overseas helped restore her confidence, and Eleanor grew into a strong, outspoken person who would eventually be admired by people all over the world.

Eleanor Roosevelt achieved national and international fame and recognition in her position as First Lady during her husband Franklin Delano Roosevelt's presidency. Eleanor was no ordinary First Lady: she drove her own car, delivered radio broadcasts, wrote her own newspaper column and held her own press conferences. She became known as "Eleanor Everywhere." Everywhere she went people flocked to hear her speak about important issues such as helping the homeless, improving education and solving poverty.

Although as First Lady she traveled and worked all over the country to help solve social problems associated with the Great Depression, and ventured overseas to support troops fighting in World War II, her most important achievement may have been her work with the United Nations. President Truman appointed Eleanor Roosevelt to be one of the representatives to the newly established world organization. She worked hard to help create the Universal Declaration of Human Rights in 1948, the first time in history the nations of the world made an agreement to respect the human rights of all people. Eleanor Roosevelt continued to be an activist and had a strong influence on world affairs for the rest of her life.

Vocabulary

poverty — A situation in which a person or a group of people is extremely poor and lacks the money for the basics of survival — food, clothing and shelter.

immigrant — A person who leaves his or her home country to travel to and live in another country.

slums — Places where many poor people live. People living in slums may suffer from problems such as hunger or disease.

activist — A person who works to try to help solve various social problems.

The Red Cross — An organization that was formed in 1863 to help wounded soldiers, and now assists people all over the world who are suffering.

polio — A disease that can cause a person to become paralyzed. President Roosevelt lost the use of his legs because of polio.

vaccine — A shot or pill given to a person to help them develop resistance to a disease.

Great Depression — A time period from 1929 to around 1939 in which the United States and the world suffered from very bad economic conditions. Many people lost their jobs, money and homes during this time.

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New Deal — The name of President Roosevelt's program to help Americans during the Great Depression.

First Lady — A term used to describe the wife of the president of the United States.

My Day — A newspaper column that Eleanor Roosevelt wrote six days a week to express her views on social issues and to tell people about her life.

Daughters of the American Revolution (DAR) — A group whose membership includes only women who have ancestors who fought for America's independence. The organization supports educational programs and the study of American history.

World War II — A major global conflict fought between 1939 and 1945.

Nazi — A member of a political group led by Adolf Hitler that came to power in Germany in 1933 and was defeated in 1945.

Pearl Harbor — A United States naval base in Hawaii that was attacked by Japan on December 7, 1941, signaling America's entry into World War II.

United Nations — An organization founded in 1945 that works to ensure world peace.

Universal Declaration of Human Rights — A 1948 document that lists the rights that all people in the world should have.

Pre-viewing Discussion

- Ask students if they know what the term "First Lady" means. Who is the current First Lady of the United States? What does she do? Can students name some other famous First Ladies from history?
- Inform students about the time period known as the Great Depression. Explain to your class that this was a time in which millions of people lost their jobs, money and homes. Ask students to discuss what they think a president or a country should do to help people during difficult times such as these.
- Define "activist" for students. Ask your class to think of different ways they could help make the world a better place to live.

Focus Questions

1. How were women's lives different in 1900 than they are today?
2. What was Eleanor's life like growing up in New York City?
3. How was Allenswood different from other private schools for girls at the time?
4. What did Marie Souvestre encourage Eleanor to do?
5. What problems did many immigrants face when they came to America?
6. How did Eleanor Roosevelt try to help immigrant families?
7. What is an activist?
8. What did Eleanor Roosevelt do to help America during World War I?

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9. How did Eleanor Roosevelt help her husband after he got sick?
10. Why did President Franklin Delano Roosevelt propose his New Deal program?
11. Why did Eleanor Roosevelt have mixed feelings about being First Lady? How was she different from other First Ladies?
12. Why was Eleanor Roosevelt often referred to as "Eleanor Everywhere"?
13. Why did Eleanor Roosevelt quit the DAR? What did she do next?
14. How did Eleanor Roosevelt support America during World War II?
15. What is considered to be Eleanor Roosevelt's greatest achievement? Why?

Discussion Questions

- Eleanor Roosevelt grew up in an extremely wealthy family. Her uncle, President Theodore Roosevelt, and her teacher at Allenswood, Marie Souvestre, both encouraged Eleanor to help people who were less fortunate, and she did this enthusiastically for her entire life. Ask students to discuss the personal characteristics and qualities of a person who devotes his or her life to helping others.
- Article 21 of the Universal Declaration of Human Rights states that everyone should have the right to vote and to take part in the government of his or her country. Ask students to discuss why Eleanor Roosevelt and others thought it was important to include this right in this famous document. Why is it important for people to be able to vote?
- Eleanor Roosevelt was terribly shy as a young person and in her first years in the public eye; however, she worked hard to overcome her fears on her way to eventually becoming "Eleanor Everywhere." To help herself become an outspoken public figure, Eleanor followed this advice: "You must do what you think you cannot do." Ask students if they agree or disagree with this advice. Do students think this advice is helpful for people? Ask students to think of ways this advice could help them in their own lives.

Follow-up Activities

- Eleanor Roosevelt considered her greatest achievement to be her work with the United Nations in creating the Universal Declaration of Human Rights. Share with your class and help explain selected articles from this important document. Ask students to pick articles they feel strongly about and to write journal entries that reflect their understanding of their meaning and purpose.
- Break students into small groups and assign each group an organization in your community to research, such as Big Brothers/Sisters or the Meals on Wheels program. Each group may create a poster advertising their organization or give a presentation to the class that reflects their knowledge of the history, purpose and goals of their volunteer group. Help your class to write letters inviting representatives of local volunteer organizations to come to your class to discuss what they do. *(Continued)*