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About this Teacher’s Guide

This curriculum guide for third grade social studies teachers will help students learn about the life, actions and legacy of Eleanor Roosevelt. Eleanor Roosevelt’s importance in expanding freedom and civil rights cannot be ignored, and this guide provides a number of suggested lessons and activities to teach this subject to third grade students.

This guide, however, is designed to act as a menu from which teachers can choose. Each of the activities herein can stand alone if time is limited to teach about Mrs. Roosevelt or you may decide to teach the entire unit presented here. You may also use this guide as a starting point for developing your own classroom activities.

Accompanying Traveling Trunk

Kennesaw State University’s Museum of History & Holocaust Education has a traveling trunk to accompany this teacher’s guide that contains all of the materials mentioned as well as additional educational resources. If you would like to borrow this trunk please download a reservation form from www.kennesaw.edu/historymuseum/travel_trunks.shtml and e-mail it to rharker@kennesaw.edu

Credits

The lessons and activities in this guide were designed by JoAnn Wood, the Cobb County K-5 Social Studies Supervisor, and a committee of third grade social studies teachers from across Cobb County, Georgia. Based upon their experience of teaching third grade students about Eleanor Roosevelt, these teachers came together to brainstorm, discuss and create these activities. Without the hard work of Alison Dunford (Timber Ridge Elementary), Krissy Gray (Mount Bethel Elementary), Blair Ivey (Bullard Elementary), Laurie Mendenhall (Varner Elementary), and Linda Huebener (Ford Elementary) this teacher’s guide and traveling trunk would not be such a rich resource.

Richard Harker at the Museum of History & Holocaust Education coordinated this project and edited this guide. Zoila Torres designed the guide.

Images

All images included throughout this guide are used courtesy of the Library of Congress.
Georgia Performance Standards and Common Core Georgia Performance Standards Met:

Social Studies:
SS3H2 The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.

a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers’ rights).

b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

a. Identify on a political map specific locations significant to the life and times of these historical figures.

b. Describe how place (physical and human characteristics) had an impact on the lives of these historical figures.

c. Describe how each of these historical figures adapted to and was influenced by his/her environment.

d. Trace examples of travel and movement of these historical figures and their ideas across time.

e. Describe how the regions in which these historical figures lived affected their lives and had an impact on their cultural identification.

SS3CG2 The student will discuss the character of different historical figures in SS3H2a.

a. Describe how the different historical figures in SS3H2a display positive character traits of cooperation, diligence, courage, and leadership.

b. Explain how the historical figures in SS3H2a used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression.

c. Explain how the historical figures in SS3H2a chose when to respect and accept authority.

English Language Arts Common Core Georgia Performance Standards (ELACCGPS)

Reading Literacy (RL)

ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the test as the basis for the answers.

ELACC3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; demonstrate the central message, lesson, or moral and explain how it is conveyed through key details in the text.
ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

ELACC3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ELACC3RL6: Distinguish their own point of view from that of the narrator or those of the characters.

ELACC3RL7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

ELACC3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

ELACC3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Informational (R)

ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELACC3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELACC3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELACC3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

ELACC3RI6: Distinguish their own point of view from that of the author of a text.

ELACC3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ELACC3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

ELACC3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.

ELACC3RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
Reading Foundational (RF)
ELACC3RF3: Know and apply grade-level phonics and word analysis skills to decoding words.
ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.

Writing (W)
ELACC3W1 (a, b, c, d): Writing opinion pieces on topics or texts, supporting a point of view with reasons.
ELACC3W2 (a, b, c, d): Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELACC3W3 (a, b, c, d): Write narratives to develop real or imagines experiences or events using effective technique, descriptive details, and clear event sequences.
ELACCW4: With guidance and support from adults, produce writing in which the development and organization are appropriate to take and purpose.
ELACCW5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELACC3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
ELACC3W7: Conduct short research projects that build knowledge about a topic.
ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
ELACC3W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening (SL)
ELACC3SL1 (a, b, c, d): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
ELACC3SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELACC3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELACC3SL5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
ELACC3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Language

ELACC3L1 (a, b, c, d, e, f, g, h, i): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC3L2 (a, b, c, d, e, f, g): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC3L3 (a, b): Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC3L4 (a, b, c, d): Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.

ELACC3L5 (a, b, c): With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

ELACC3L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Resources:

Books


*Picture Book of Eleanor Roosevelt (Picture Book Biographies)*, David A. Adler and Robert Casilla (1995)

*Eleanor, Story and pictures* by Barbara Cooney (1996)


*Who was Eleanor Roosevelt*, by Gare Thompson (2004)


*When Marian Sang*, by Pam Munoz Ryan, Pictures by Brian Selznick (2002)


*We are all born free: The Universal Declaration of Human Rights in Pictures*, by Amnesty International (2008)

*31 Ways to Change the World* by We are What we Do (2010)


Media

*Eleanor Roosevelt*, PBS DVD

*Mrs F.D.R. in Red Cross Appeal*, video 22nd May 1940 – 41 Seconds

Other Primary Sources

Eleanor Roosevelt and the Tuskegee Airmen photograph

Image of Eleanor Roosevelt reading and holding the Declaration of Human Rights

Video/Audio (with transcript) of her reading the Declaration of Human Rights

Other

Eleanor Roosevelt Doll (Little Thinker Series.)
Key Vocabulary:
Authority – the right to lead and make decisions
Campaign – Time in which those running for office try to convince people to vote for them
Cooperation – Working together with others
Disadvantaged – Groups and individuals who are economically or politically less fortunate than others
First Lady – The wife of the President of the United States
Governor – Person elected to govern a state in the United States
Human rights – The rights, or freedoms, that all humans deserve to have
Immigrant – A person who comes into a country from another country to live
Issues – Subjects voters make choices about
Respect for and acceptance of authority – Obeying rules and expectations of adults and leaders
Tolerance – Respecting the beliefs and practices of others

Source: American Heroes: Eleanor Roosevelt, by Reyna Eisenstark
During her childhood Eleanor Roosevelt came to care about all Americans. Although she went to school in England when she was 15, Eleanor came to care for disadvantaged Americans, including immigrants. The school’s headmistress, Miss Souvestre, encouraged Eleanor to be independent minded and to embrace a leadership role at the school and in society. When she was 18, Eleanor moved back to New York City, where under the guidance of her grandmother, whose authority she accepted, she reentered wealthy social circles. During this time, however, she continued to volunteer her time to help those who were less fortunate than herself, including teaching new immigrants to read English, and thus began a lifetime of service.

**Learning Goal:**

- Understand and analyze how Eleanor Roosevelt’s early life helped shape her character and personality and made her dedicate her life to public service and helping those less fortunate than herself.

**Materials and Resources Needed:**

*Picture Book of Eleanor Roosevelt* (Picture Book Biographies), David A. Adler and Robert Casilla  
*Eleanor, Story and pictures* by Barbara Cooney  
*Who was Eleanor Roosevelt*, by Gare Thompson  
Pens/pencils, paper, computers with Internet access, white boards/chart paper, projector, art supplies.

**Key Vocabulary:**

- Immigrant – A person who comes into a country from another country to live  
- Authority – the right to lead and make decisions

**Activities:**

1. Read a section of a book about Eleanor’s Life, possibly *Who was Eleanor Roosevelt?*, by Gare Thompson, *Eleanor, Story and pictures* by Barbara Cooney or *Picture Book of Eleanor Roosevelt*, by David A. Adley and Robert Casilla.
2. Discuss the sort of person that Eleanor Roosevelt was, and how she came to care about others even though she was brought up in a wealthy, privileged family.

3. Have students carry out a constructed response to one of the following cues:
   a) ask students to pick one or two parts/events from Eleanor’s life and ask students to write about how they think that these events influenced her later life and achievements.
   b) How would you describe Eleanor Roosevelt’s early life?
   c) What made Eleanor Roosevelt’s life different from those of other people and how do you think these made her compassionate?

**Differentiation:**
Linguistic Learner – Ask the students to read and reflect using an example(s) of Eleanor’s poetry for inspiration and then create a poem of his/her own to reflect their learning and understanding of Eleanor Roosevelt. Example of Eleanor Roosevelt Poem: [http://www.wowzone.com/eleanor.htm](http://www.wowzone.com/eleanor.htm)

Logical-Mathematical Learner – Ask the students to calculate the distance from Eleanor’s birthplace of New York to Eleanor’s relocation to England for school.

Google Maps Distance Calculator: [http://www.daftlogic.com/projects-google-maps-distance-calculator.htm](http://www.daftlogic.com/projects-google-maps-distance-calculator.htm)

Bodily-Kinesthetic Learner – Ask the students to create a puzzle that represents a visual from Eleanor Roosevelt’s early life.

Image Ideas for Puzzle Creations: Save an Eleanor Roosevelt image to your desktop from [http://www.google.com/search?sourceid=chrome&ie=UTF-8&q=eleanor+roosevelt+images](http://www.google.com/search?sourceid=chrome&ie=UTF-8&q=eleanor+roosevelt+images) to the size you would like to display.


Visual Learner – Ask the students to create an illustration, draw, paint, sketch, or sculpt something from Eleanor’s early life.

Musical Learner – Ask the students to create a song that represents Eleanor’s early years.

Interpersonal Learner - Ask the students to teach someone (i.e. book buddy in another class) about the early years of Eleanor Roosevelt. Resource with information regarding Eleanor’s early years: [http://www.notablebiographies.com/Ro-Sc/Roosevelt-Eleanor.html](http://www.notablebiographies.com/Ro-Sc/Roosevelt-Eleanor.html)

Intrapersonal Learner – Ask the students to write a journal entry reflecting some of the knowledge learned about Eleanor Roosevelt’s early life (similar to Eleanor’s “My Day” entries).


Naturalistic Learner – Ask the students to research and document the natural surroundings (flora and fauna) of England and/or New York.

Eleanor Roosevelt: American Hero


Early Finishers:
Have students create a Venn diagram to compare Eleanor Roosevelt’s childhood to another prominent Civil Rights activist…i.e. Mary Bethune, Franklin D. Roosevelt, Lyndon B. Johnson, etc.
Venn Diagram Creator: http://www.lucidchart.com/pages/examples/venn_diagram_maker

High Order Thinking:
Have students write a paragraph explaining how self-esteem can affect a person’s motivation in life. How was Eleanor’s life changed when her confidence was restored by her school principal in England?

During her life Eleanor Roosevelt became a champion for the poor and other disadvantaged groups. She felt like the dispossessed were her responsibility and became an advocate for these disadvantaged groups, especially the poor, women and African Americans. To do this, Eleanor wrote a newspaper column and was very public in her support of these groups; for example, she flew with the Tuskegee Airmen (African American pilots training in Tuskegee, Alabama) and helped secure funding for them. She also founded the Val-Kill shop in Hyde Park, New York. This furniture shop gave jobs to people in the community who were unemployed.

Learning Goal:
• Discuss and analyze how and why Eleanor Roosevelt became a champion for disadvantaged Americans throughout her life and how she used her position as First Lady to support these groups.

Materials and Resources Needed:
When Marian Sang by Pam Munoz Ryan, Pictures by Brian Selznick, pens/pencils, paper, photographs of Eleanor Roosevelt (included), computer with Internet access, projector.

Key Vocabulary:
Disadvantaged – Groups and individuals who are economically or politically less fortunate than others

Activities:
1. Have the students watch Eleanor’s recording of a Red Cross Appeal. 'Mrs F.D.R. in Red Cross Appeal' video 22nd May 1940 (available here: http://archive.org/details/1940-05-22_Mrs_Roosevelt_In_Red_Cross_Appeal)
2. Discuss why the world was at War and why the Red Cross would need money and resources. What was the Red Cross? What did it do? Why do you think Eleanor Roosevelt want to support this charity?
3. Show the class the enclosed photograph of Eleanor Roosevelt flying with the Tuskegee Airmen.
4. Discuss as a class what this photograph shows. Why might she be sympathetic to African Americans? This is a good place to talk about Jim Crow America and Civil Rights too.
5. Read part of When Marian Sang and discuss how Eleanor championed for Marian Anderson to sing at the Lincoln Memorial in front of 75,000 people as Constitution Hall refused to allow her to sing because of her race.

Differentiation:
Linguistic Learner – Have students create a booklet about the wonderful work of Eleanor Roosevelt. At least one page should include the meaning of “empathy.” The student may share this as a storytelling experience with others.

Logical-Mathematical Learner – Have students use his/her critical thinking skills to write a paragraph explaining his/her ideas for solving poverty in the world. The student may share his/her ideas with classmates.
Resource regarding poverty issues: http://www.globalissues.org/issue/2/causes-of-poverty

Bodily-Kinesthetic Learner – Have students write/act out a skit representing Eleanor’s work with the Red Cross, Tuskegee Airmen, etc.

Visual Learner – Have students photograph areas in his/her community where “good work” is taking place. Remind students to get permission of those in the photos before sharing.
Examples: homeless shelters, Red Cross locations, community dinners served to our disadvantaged, etc.

Musical Learner – Have students illustrate a musical instrument (i.e. trumpet, flute, piano, etc.) that might have been used to complement Marian Anderson’s voice during her performance at the Lincoln Memorial.

Interpersonal Learner - Have students peer teach others about Eleanor’s involvement with the Tuskegee Airmen, Red Cross, etc.

Intrapersonal Learner – Have students create a diorama project of his/her personal choice to reflect one of Eleanor Roosevelt’s good works.
Resource for creating a diorama: http://www.stormthecastle.com/mainpages/dioramas/diorama_tutorial1.htm

Naturalistic Learner – Have students research and document the meaning and origin behind the name “Val Kill” to share with others. Eleanor Roosevelt was a true lover of nature and spent time at Val Kill enjoying the beauty of its surroundings.

Early Finishers:
Have students research more information regarding the Tuskegee Airmen. Using a Venn diagram, compare Eleanor Roosevelt’s empathy and kindness to other Civil Rights activists such as Mary Bethune, Frederick Douglass, Franklin Roosevelt, Cesar Chavez, etc.
Venn Diagram Creator: http://www.lucidchart.com/pages/examples/venn_diagram_maker

High Order Thinking:
Have the students write a paragraph explaining how an American in today’s time could express empathy and kindness to others.
Resource for meaning of empathy: http://dictionary.kids.net.au/word/empathy
When Franklin D. Roosevelt’s polio prevented him from making public appearances both as governor and then later as president, Eleanor Roosevelt adopted a central role as a spokeswoman for him. By doing this, Eleanor became an early first ladies to embrace an active political role. Through speaking for him, she not only supported her husband on the campaign trail and in the White House but also emphasized her own importance in the world of politics. These opportunities also allowed Eleanor to overcome her shyness and become an important public person. Eleanor paved the way for women in politics and international affairs, and helped to begin putting cracks in the ‘glass ceiling’ of women’s rights. Speaking on many issues that both she and Franklin cared about, Eleanor became one of the most famous women around the world in the 1930s and 1940s.

Learning Goal:
- Analyze and explore how Eleanor Roosevelt supported the President throughout his career as a politician and became his “legs and eyes” when he was stricken with polio.

Materials and Resources Needed:
Pens/Pencils, paper, computer with Internet access, projector, 31 Ways to Change the World by Candlewick Press, whiteboard, chart paper.

Key Vocabulary:
Campaign – Time in which those running for office try to convince people to vote for them
First Lady – The wife of the President of the United States
Governor – Person elected to govern a state in the United States
Issues – Subjects voters make choices about

Activities:
1. As a class analyze the following quote. “I am acting as my husband’s legs and eyes” [http://www.fdrheritage.org/erbio.htm] What did Eleanor mean by this?
2. After the discussion instruct students to write an analysis of the quote. This exercise can be an individual writing activity for informational text or it can be a group writing project. Students should support their analysis with text, photos, and other primary source materials.
4. As a class brainstorm how students may help to advocate for disadvantaged groups. This activity may involve identifying groups are disadvantaged and working out a service learning project for the class to help support this group. This project could be organized throughout the entire unit about Eleanor Roosevelt, and would help students to understand Eleanor’s empathy.

5. Among the tasks that the class should consider are:
   - What kind of event will you host?
   - What materials will be needed?
   - When and where will it happen?
   - What individuals will you need to call on?
   - How will you publicize this event?
   - Will there be a web based element to this project?

6. The class can use ideas in 31 Ways to Change the World by Candlewick Press for inspiration.

**Differentiation:**
Assign students tasks to complete the service learning project in ways that best use students’ talents.

**High Order Thinking:**
Instruct students to analyze and reflect upon the success of the service learning project and brainstorm and list ways that the project was successful and unsuccessful. Have students propose suggestions that would improve the project in the future.
After Franklin D. Roosevelt died in April 1945, President Harry Truman appointed Eleanor Roosevelt as a delegate to the United Nations General Assembly. A year later, in April 1946, she became the inaugural chairperson of the United Nations Commission on Human Rights that was permanently established in early 1947. Working closely and cooperating with Rene Cassin, a famous French lawyer and others, Eleanor was instrumental in drafting the Universal Declaration of Human Rights.

**Learning Goal:**
- Learn about the Declaration of Human Rights and the important role that Eleanor Roosevelt played in the United Nations creating that document after World War II.
- Analyze the Declaration’s importance today.

**Materials and Resources Needed:**
*Mine and Yours: Human Rights for Kids*, by Joy Berry
*We Are All Born Free: The Universal Declaration of Human Rights in Pictures*, by Amnesty International
Computer with Internet access, Moviemaker, iMovie, or Photostory, pens/pencils, paper, art supplies.

**Key Vocabulary:**
Cooperation – Working together with others
Human rights – The rights or freedoms that all humans deserve to have

**Activities:**
1. Use *Mine and Yours: Human Rights for Kids*, by Joy Berry, or *We Are All Born Free: The Universal Declaration of Human Rights in Pictures*, by Amnesty International, to discuss with the students the Declaration of Human Rights and what these mean for human beings around the world.
2. Ask the students what they think the most important rights are and why they think this is. As you read one of these books to the class keep a running list of the human rights on
the whiteboard or chart paper.

3. Have the students write the human right that means the most to them at the top of a sheet of paper and draw underneath a picture of the right as it relates to their lives. Ask them to explain why this is relevant to them.

4. Scan the images into Moviemaker or Photostory and have the students narrate what they drew and why. If this is not possible, you can bind the students’ images into a book form, or display them in the classroom.

**Differentiation:**
Students can listen to or watch a clip of Eleanor talking about human rights (enclosed on DVD) and ask students to reflect on how hearing Eleanor speak about this topic adds to their understanding of Human Rights.

**Early Finishers:**
Students can share their writing and illustration about human rights with another class, or can work in a small group to role play the various rights that they have highlighted.

**High Order Thinking:**
Have the students think about what human rights are not mentioned in the book (*Mine and Yours: Human Rights for Kids*, by Joy Berry) and/or Declaration of Human Rights and have students make an argument for this right to be included. An example might be “The right to technology resources, because without them you are really disadvantaged.”