



# Eleanor Roosevelt: A Voice for Human Rights

3A

**Note:** Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

**5** minutes

Using the timeline created in the previous lesson, review some of the content studied thus far with the following questions:

- Who is pictured in the Image Card directly below the timeline? (Susan B. Anthony)
- For what causes did Susan B. Anthony fight? (abolition of slavery and women's suffrage, or their right to vote)
- How did Susan B. Anthony fight for equal rights for women? (started a newspaper, gave speeches, wrote petitions, voted for president although it was illegal to do so)
- Who is pictured on the timeline directly above the image of Susan B. Anthony? (President Abraham Lincoln)
- What are civil rights? (rights guaranteed by a nation's government to all its citizens)
- What is discrimination? (the unfair treatment of someone based on traits such as skin color, race, or religion)

### **Image Preview**

**5** minutes

Tell students that today they will hear about a very important woman in American history named Eleanor Roosevelt.



← **Show image 3A-10: Eleanor Roosevelt at the United Nations**

Explain that Eleanor Roosevelt helped people in many ways. She was married to a president of the United States, which allowed her to travel and see firsthand how many people struggled. In addition, after her husband was no longer president, she worked for peace and an end to poverty throughout the world. This image shows Eleanor a few years after her husband was no longer president, but while she was working to help people throughout the world get rights they didn't have before.

**Essential Background Information or Terms**

5 minutes

Explain to students that Eleanor Roosevelt was married to a man who was the president of the United States during a very difficult time in the country's history. Tell students that when President Roosevelt was our president, the country was experiencing what is known as the Great Depression. During the Great Depression, many, many people didn't have jobs and often did not have enough money to buy food. It was during this time that Eleanor fought to have the government give more citizens rights so that they would have more opportunities.

Tell students that Eleanor fought not only for civil rights, but she also fought for human rights. Explain that human rights are those things that may not be promised by the government to all people, such as the right to vote or the right not to be discriminated against, but they are usually considered to be important rights that everyone should have, such as food, a place to live, and the right to an education and a job.

**Vocabulary Preview**

5 minutes

***First Lady***



← **Show image 3A-4: Eleanor assisting her husband, Franklin**

1. In today's read-aloud, you will hear that Eleanor Roosevelt was a *First Lady*.
2. Say the phrase *First Lady* with me three times.
3. A First Lady is the wife of the president of the United States or the wife of the governor of a state.

4. Mary Todd Lincoln became the First Lady of the United States in 1861 when her husband, Abraham Lincoln, became president.
5. [Show a picture of the current First Lady of the United States.] Turn to your neighbor and tell your neighbor who is the First Lady of the United States today. Try to use the phrase *First Lady* in a complete sentence when you tell about her.

### ***Human Rights***

1. In today's read-aloud, you will hear about how Eleanor Roosevelt fought for *human rights* during her lifetime.
2. Say the phrase *human rights* with me three times.
3. Human rights are important rights that everyone should have, such as food, a place to live, and the right to an education and a job.
4. The human rights of Native Americans were violated when they were forced to leave their land.
5. What do you think is one of the most important human rights? Why? Try to use the phrase *human rights* in your answer.

### **Purpose for Listening**

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Tell students to listen carefully to find out what causes were important to Eleanor Roosevelt and why she fought for both civil rights and human rights.



## Eleanor Roosevelt: A Voice for Human Rights

### ← Show image 3A-1: Eleanor Roosevelt

- 1 The word *admirable* contains the word *admire*, which is a verb that means to respect. The word *admirable* describes something or someone that deserves respect.
- 2 What are achievements? (things that are gained through hard work)
- 3 This means they believed in helping those who had little money or who had particular needs.

One of the most **admirable** women in American history was one named Anna Eleanor Roosevelt.<sup>1</sup> She is more commonly known as Eleanor Roosevelt. She was born a long time ago, in 1884, but just like Susan B. Anthony, her achievements made our world a better place.<sup>2</sup>

Although Eleanor’s family was very wealthy—they had a lot of money—they believed in helping those less fortunate.<sup>3</sup> And so from an early age, Eleanor learned to care about people who struggled to survive.



### ← Show image 3A-2: Eleanor with her classmates in England

Eleanor did not have a happy childhood. For part of it, Eleanor and her brother were raised by their grandmother. Although Eleanor loved her grandmother, she thought her grandmother was strict because she would not let Eleanor read books in bed, and she made Eleanor wear long, black stockings—even in the summertime!

When Eleanor was fifteen years old, she was sent to an English boarding school for girls.<sup>4</sup> Eleanor was very happy there. She made lots of friends, and her French teacher, Marie Souvestre, thought she was a wonderful student. It was from Marie that Eleanor developed a love of learning and an interest in travel. Eleanor said that her three years there were one of the happiest times of her life.

- 4 What is a boarding school? Who else did you hear about who went to a boarding school? (Susan B. Anthony)



### ← Show image 3A-3: Roosevelt family portrait

When Eleanor was eighteen years old, she returned to New York. It was an exciting time for Eleanor. Her uncle, Theodore Roosevelt, had just become the president of the United States!

5 [Eleanor and Franklin have the same last name, Roosevelt, because they were distant cousins.]

6 [Point to the family portrait.]



7 The word *politics* means the activities of the people in the government.

8 Why is Washington, D.C., an important city in the United States?

9 [Point to the wheelchair in the image.]

10 The word *devotion* means strong love and loyalty to someone or something.



11 The governor is the head of the state government, similar to the way in which the president is the head of the United States government.

12 The First Lady is the wife of the president.

And when she was twenty-one years old, Eleanor married Franklin D. Roosevelt.<sup>5</sup> They were married in New York City, and President Theodore Roosevelt walked the bride down the aisle. During the next ten years, Eleanor gave birth to six children<sup>6</sup>—Anna; James; Elliott; Franklin Jr.; John—and another son who died when he was a baby.

← **Show image 3A-4: Eleanor assisting her husband, Franklin**

Both Franklin and Eleanor were eager to work for their country. Eleanor's husband, Franklin, was interested in **politics**.<sup>7</sup> In 1911, he won a political position in the New York Senate. The family moved to Albany, the New York state capital. Two years later, Franklin was appointed assistant secretary of the navy. This time the family moved to Washington, D.C.<sup>8</sup> Eleanor spent a great deal of time with her family, but she also worked on many projects that reached out to people who needed help.

In 1921, Franklin became sick with polio. Polio is a virus, or disease, that can cause paralysis, or make it impossible to move a part of the body such as the legs. Fortunately, today there is a vaccine against polio to protect people from getting this disease. Because of the polio, Franklin could not get around very easily. He spent many hours in a wheelchair.<sup>9</sup> Franklin had hoped to become president one day. He was afraid that he would no longer achieve his dream. Eleanor showed great **devotion** to her husband.<sup>10</sup> She made up her mind that she would do everything she could to help her husband become president.

← **Show image 3A-5: Franklin Roosevelt becomes president**

With Eleanor's help, Franklin became the governor of New York.<sup>11</sup> Then, on March 4, 1933, Franklin D. Roosevelt became the thirty-second president of the United States. Eleanor was by his side as the **First Lady**.<sup>12</sup>

Franklin D. Roosevelt had become president during one of the most difficult times in American history. This period was known as the Great Depression. Millions of people were unemployed, or

without a job. Many were hungry and desperate. Hundreds and thousands of men, women, and children stood in line at soup kitchens. Soup kitchens are places where food is provided for free to those in need. Franklin and Eleanor were saddened by what was happening to so many Americans. They promised to help them.

Eleanor traveled all over the United States, acting as her husband's "eyes and ears."<sup>13</sup> She met with groups of people and asked them how her husband could help them. Eleanor told Franklin all about the things she saw. She told him about the difficulties that so many people faced. She told him about the good things that were happening, too. Eleanor's reports to her husband helped Franklin to make decisions. Eleanor dedicated much of her life to working for civil rights and **human rights**.<sup>14</sup>

13 What do you think it means to act as someone's eyes and ears? Why do you think Eleanor needed to be Franklin's "eyes and ears"?

14 Human rights are rights that are believed to belong to everyone, such as food, a place to live, an education, and a job.



← **Show image 3A-6: Members of the Black Cabinet**

With millions of Americans unemployed, it was difficult for many people to find jobs. Eleanor focused on finding ways to create new jobs, especially for African Americans. Eleanor persuaded her husband, President Franklin Roosevelt, to set up an advisory group called the "Black Cabinet." The members of this group were talented and successful African Americans who were specifically chosen for their skills. Their job was to find ways to improve the lives of African Americans living in poverty.



← **Show image 3A-7: Portrait of Mary McLeod Bethune**

Eleanor's friend, Mary McLeod Bethune [mik-LOUD beth-oon], was one of these group members. Later in this domain, you will learn more about Mary. Like Eleanor, she was a remarkable woman. Eleanor believed that two heads are better than one. And so, together, Eleanor and Mary set up the National Youth Administration and other programs. These programs helped many young African Americans pay for their education. Just like today, a better education provides a chance to get a better job.



← **Show image 3A-8: Eleanor speaking to Native American man**

As the First Lady, Eleanor had many chances to speak about the problems facing America. During the Great Depression, Eleanor had a radio show, and she wrote a newspaper column. In addition to fighting for equality for African Americans, children, women, and the poor, Eleanor also fought for the rights of Native Americans. Eleanor highlighted the fact that Native Americans were being pushed off their land, and that their way of life was continually threatened.



← **Show image 3A-9: Marian Anderson singing**

Eleanor also fought against discrimination.<sup>15</sup> Eleanor belonged to an organization called the Daughters of the American Revolution. When the Daughters of the American Revolution would not allow a talented African American singer named Marian Anderson to sing at a hall they owned in Washington, D.C., Eleanor left the organization. Eleanor later got permission for Marian to sing at the Lincoln Memorial. More than seventy-five thousand people came to support her and hear her wonderful voice.

15 What does *discrimination* mean?  
(being treated unfairly because of religion, skin color, race, or gender)



← **Show image 3A-10: Eleanor at the United Nations**

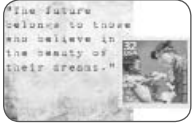
Even after the death of her husband, Franklin, Eleanor continued to work for human rights.<sup>16</sup> The next president, President Harry S. Truman asked Eleanor to work at the United Nations, an organization that includes many of the countries in the world. The main goal of the United Nations, even today, is world peace, but it also works to reduce—or lower—poverty and help all people in need.

16 What are human rights? (rights that everyone should have, such as the right to food, a place to live, an education, and a job)

The following year, Eleanor became the leader of the United Nations's Commission on Human Rights. She helped write an important document called the Universal Declaration of Human Rights. This document states that all people should have the right to work, the right to rest, the right to an education, and the right to share in the life of their own community. Eleanor discovered that most people in the world want the same basic rights. Eleanor considered this to be her greatest achievement.<sup>17</sup>

17 Why do you think Eleanor thought that helping to write the Universal Declaration of Human Rights was her greatest achievement?

18 [Point to these locations on a world map or globe.]



19 [Point to these words on the image.]

For many years, Eleanor traveled to Asia, the Middle East, and Europe.<sup>18</sup> She often spoke about the importance of peace in our world. “It isn’t enough to talk about peace. One must believe in it,” she said. “And it isn’t enough to believe in it. One must work at it.”

← **Show image 3A-11: Eleanor Roosevelt stamp and her words**

Eleanor was First Lady from 1933 to 1945. She was First Lady longer than anyone else, and she was an excellent role model for other First Ladies. She once said,<sup>19</sup> “The future belongs to those who believe in the beauty of their dreams.” Eleanor tried to live by those words and worked hard for human rights for everyone.

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who taught Eleanor the importance of helping others? (Eleanor’s parents taught her the importance of helping others.)
2. *Inferential* How would you describe Eleanor Roosevelt’s childhood? (Her family was wealthy; she was an unhappy child; she had to live with her strict grandmother.)
3. *Literal* What was the name of the man Eleanor married? (Eleanor married Franklin D. Roosevelt.) Because she was married to a president, what title did Eleanor Roosevelt have? (First Lady)
4. *Inferential* How did Eleanor become her husband’s “eyes and ears”? (Eleanor traveled around the country and told her husband about all the things she saw, as well as the things people told her.)



5. *Inferential* What were some of the groups of people Eleanor tried to help? (Eleanor tried to help women, children, African Americans, Native Americans, and the poor.)
6. *Literal* One important cause that Eleanor Roosevelt fought for was human rights. What are human rights? (Human rights include the right to food, a place to live, an education, and a job.)  
What does it mean to fight for human rights? (To fight for human rights means to work to ensure all people receive these rights.)
7. *Literal* Eleanor Roosevelt worked for human rights while she was at the United Nations. What are the main goals of the United Nations, even today? (The main goals of the United Nations are working toward world peace, ending poverty, and helping people throughout the world get human rights.)
8. *Evaluative* What are some adjectives, or describing words, you would use to describe Eleanor Roosevelt? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* If you had lived in Eleanor Roosevelt's time and met her, what would you have said to her or asked her? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Admirable

5 minutes

1. In the read-aloud you heard, “One of the most *admirable* women in American history was one named Anna Eleanor Roosevelt.”
2. Say the word *admirable* with me.
3. The word *admirable* refers to someone who deserves respect and praise.
4. Harriet Tubman’s help in creating the Underground Railroad during the Civil War was admirable.
5. What are some admirable things that Eleanor Roosevelt did during her lifetime? Try to use the word *admirable* in a complete sentence when you answer.  
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One admirable thing Eleanor Roosevelt did was . . .” (Possible responses include fight for human rights for everyone; fought against discrimination; helped her husband by traveling when he could not; helped women, children, African Americans, Native Americans, and the poor.)]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe several actions. If the action I describe is admirable, say, “That is admirable.” If the action I describe is not admirable, say, “That is not admirable.”

1. fighting for equal rights for everyone (That is admirable.)
2. walking away from someone who needs help (That is not admirable.)
3. standing up to bullies (That is admirable.)
4. cheating on a test (That is not admirable.)
5. always taking what you want first and not sharing (That is not admirable.)
6. always telling the truth (That is admirable.)



**Complete Remainder of the Lesson Later in the Day**



# Eleanor Roosevelt: A Voice for Human Rights

3<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Extensions***

**20** minutes

### **Sayings and Phrases: Two Heads Are Better than One**

5 minutes

**Note:** Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Remind students they heard in the read-aloud that Eleanor Roosevelt believed that “two heads are better than one.” Have students repeat the proverb. Ask them what they think this proverb means. (Answers may vary.)
- Explain that this proverb is another way of saying that two people working together to accomplish the same goal is often better than one person working alone. Tell students that Eleanor Roosevelt and Mary McLeod Bethune were two friends who worked together to improve the lives of African Americans. By reaching out to other people and getting them involved in helping people, they changed people’s ideas about civil rights.
- Ask students to recount a personal experience in which they worked together with someone to find a solution to a challenge or problem. Encourage students to add relevant, descriptive details in recounting their experiences.

- Try to find opportunities to use this saying in the classroom when students are collaborating.

## Timeline

5 minutes

- Review the individuals placed on the timeline thus far. Show students Image Card 3 (Eleanor Roosevelt). Ask students to describe her important work for social causes during and after the time she was First Lady. Help students to understand that her work as First Lady came several years after the important work of Susan B. Anthony.
- Ask students where the Image Card should be placed on the timeline to show when Eleanor Roosevelt became the First Lady of the United States. (before the middle of the timeline, but after Susan B. Anthony)

### Individual Timelines

- Have students cut out the image of Eleanor Roosevelt from their image sheets.
- Then have them glue the image in the appropriate place on their timelines (on the third notch; keep the second notch blank for now).
- Have students label the image. [Write *Eleanor Roosevelt* on the board.]
- Tell students that they will add more people who fought for a cause to their timeline as they learn about them in the upcoming lessons.
- Save timelines and image sheets for future lessons.

## Free Verse Writing: Eleanor Roosevelt (Instructional Masters 2B-4 and 3B-1)

20 minutes

- Ask students what type of poetry they learned about in the previous lesson. Ask which parts of a free verse poem can relate, or tell, the poet's opinion. (the words, phrases, and rhythm)
- Explain to students that they are going to write a free verse poem in which they express an opinion about Eleanor Roosevelt's

achievements. Remind students that there are no rules about how to write free verse poems. Free verse poems do not have to rhyme, there can be as many or as few words on a line as they wish, and free verse poems are simply made up of the words they choose to write. In addition, remind students that their free verse poems can form shapes. Students can accomplish this by placing different numbers of words on each line.

- Tell students that they first need to plan their poem by brainstorming ideas using Instructional Master 2B-4. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.
- Explain that they are going to work in groups to brainstorm ideas and recall facts from the read-aloud they have just heard. Have students write “Eleanor Roosevelt” in the circle in the center of Instructional Master 2B-4, and the ideas, words, or phrases they may use to write their free verse poem in the other circles.
- After students have worked in groups to brainstorm ideas for their free verse poems, have them individually create a free verse poem in which they express their opinion of Eleanor Roosevelt and her achievements. Encourage students to use facts from the brainstorming chart in their free verse poems. Students should write their free verse poems on Instructional Master 3B-1, writing Eleanor Roosevelt’s name on the line to the left of the image of Eleanor.

### **Opinion Paragraph: Eleanor Roosevelt (Instructional Master 3B-2)**

**15** *minutes*

- Distribute a copy of Instructional Master 3B-2 (Opinion Paragraph: Eleanor Roosevelt) to each student. Tell students that they are going to complete the outline of an opinion paragraph about Eleanor Roosevelt. Explain that their opinion paragraph should include the following:
  - an introductory sentence that states the cause that Eleanor Roosevelt fought for
  - their opinion of her or her cause (e.g., I think Eleanor Roosevelt was smart . . . ; I think everyone should have the right to an education. . .)

- two reasons for their opinion
- a concluding sentence

[You may wish to show Flip Book images from this lesson to help students generate ideas. Provide examples for students to help them state their opinion.]

## **Domain-Related Trade Book**

**20+** *minutes*

- Refer to the list of recommended trade books in the Introduction at the front of this Supplemental Guide, and choose one trade book about Eleanor Roosevelt to read aloud to the class. [Suggested trade books are Items 39–42.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write several sentences to go along with their drawing. Have students share their drawing and writing with their partner or home-language peers.