

Topic: Eleanor Roosevelt	Theme/Concept: Civic Engagement; Service to Community, State, and Nation	
Grade Level: 3 rd	Teacher: Christine Ammirati	
State Standards: 3.1.1d The student will explain the importance of the basic principles that form the foundation of a republican form of government by <u>describe how people can serve the community, state, and nation.</u>	School: Matoaka Elementary School	
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Given the information presented in a read-aloud, the student will identify the contributions of Eleanor Roosevelt to her community. 2. Given class discussion, the student will describe one contribution he/she can make to his/her own community. 		
<p>Exploratory Introduction Materials/Time Needed: <u>Eleanor, Quiet No More</u> by Doreen Rappaport (15 minutes)</p>		
Procedures		Assessments
<p>Teacher will show students their recently-completed Civics pack and ask them to offer quick definitions of:</p> <ul style="list-style-type: none"> ▪ community (“<i>place where people live, work, and play</i>”) ▪ rights (“<i>freedoms given to citizens of a community</i>”) ▪ responsibilities (“<i>obligations of a citizen in a community</i>”) <p>Read aloud <u>Eleanor, Quiet No More</u>. Highlight Eleanor Roosevelt’s volunteer service and her leadership for equal rights for all people. Cite her work for citizens of New York city and state, the United States, and the world through her work at the Settlement House, with Marian Anderson, during the Great Depression and World War II, and at the United Nations. Define and explain unfamiliar terms such as volunteerism, Settlement House (a center in an underprivileged area that provides services, especially to large city populations) and the United Nations (a gathering of countries who work together to avoid war and to improve lives of people throughout the world).</p>		<p>Pre-test (see attached)</p> <p>Formative assessment: Observe student participation in discussion (concept review) and in responses to questions during read-aloud.</p>

<i>Lesson Development</i>	
Materials/Time Needed: whiteboard (10 minutes)	
Procedures	Assessments
<p>Create two columns on whiteboard: 1) Eleanor Roosevelt and 2) class 303 List main topics elicited from the following class discussion.</p> <p>Ask students about the ways in which Eleanor Roosevelt served her communities:</p> <ul style="list-style-type: none"> ▪ What were some of the problems Eleanor wanted to solve? ▪ What did she do to solve these problems? ▪ How did her community change because of what she did? <p>Ask students about problems in their local community:</p> <ul style="list-style-type: none"> ▪ What were some of the problems class 303 wants to solve? (<i>e.g., people who need food, pollution, homeless animals</i>) ▪ What can you do to solve these problems? (<i>e.g., donations, recycling, pet adoption</i>) ▪ How would your community change because of what you did? 	<p>Formative assessment: Evaluate student contribution to the group sharing activity. Do responses indicate comprehension of the text as well as an understanding of characteristics of community service (e.g., actions benefit individuals beyond self and family)?</p>
<i>Lesson Expansion</i>	
Materials/Time Needed: Handout (see attached) (10 minutes)	
Procedures	Assessments
<p>The students work in pairs to complete individual handouts in class. They are encouraged to discuss the assignment with their partner and to refer back to the whiteboard as a reference for ideas and spelling.</p>	<p>Pair summative assessment: Evaluate student handout. Did student identify three of Eleanor Roosevelt’s contributions to community service? Did student list one possible contribution he/she could make to community?</p> <p>Individual summative assessment:</p> <p>Post-test (see attached)</p>

Background: Although she lived a privileged and advantaged life, Eleanor Roosevelt always served her communities. As a young woman, she volunteered at a New York settlement house on the Lower East Side, an underprivileged area where the largely immigrant community was deprived of adequate education and standard of living through poverty, discrimination, and lack of economic opportunity. After her marriage to Franklin Delano Roosevelt, she worked on his successful campaigns for governor of New York in 1928 and 1930 and for president of the United States in 1936, 1940, and 1944. Eleanor Roosevelt attended political and community events for her husband who was limited in his ability to travel due to the effects of paralytic polio. She wrote a newspaper column for 26 years, conducted numerous news conferences, and had a radio program. Eleanor Roosevelt was active in civil and human rights during and after her service as First Lady most notably serving as a US delegate to the United Nations from 1945 to 1953 and chairperson of the UN Human Rights Commission from 1946 to 1951.

Notes: Eleanor, Quiet No More is of appropriate length and reading level for third grade. In reading the text, I will skip the two references to Eleanor and Franklin's familial relationship. For those students who are challenged by quick-response writing exercises, I will pair them with a partner with stronger skills for support.