

Eleanor Roosevelt National Historic Site

“A NEW DEAL FOR YOUTH” Education Program



My Day Column ~ February 27, 1957 "The culture of a nation is as important as its economy." ~ ER

A New Deal for Youth - Program Overview

The National Park Service (Roosevelt-Vanderbilt National Historic Sites), the Franklin D. Roosevelt Presidential Library, and the Woodstock School of Art are offering a series of NYS curriculum based education programs where students will visit Val-Kill, the FDR Presidential Library and the Woodstock School of Art for a hands on program. The focus will be on Eleanor Roosevelt's Legacy and her dedication to improving the lives of youth during the Great Depression Era. It was this dedication which inspired her strong support and belief in the formation of the National Youth Administration. The program will also explore Eleanor's choice of Woodstock as the site for a National Youth Administration training center for youth aged 16 -24 during the Depression.

Day 1 - Field Trip to Roosevelt-Vanderbilt NHS & the FDR Presidential Library

Students will initially be introduced Eleanor Roosevelt by a visit to the Eleanor Roosevelt National Historic Site at Val-Kill in Hyde Park where they will view the movie "Close to Home," tour her home and grounds and participate in a human rights education program/activity. Students may have their bag lunch at the Stone Cottage porch. After lunch at Val-Kill, students will proceed to FDR Presidential Library where they will tour an exhibit of WPA (Works Progress Administration) sponsored/created artwork. They will then participate in a Library program on the National Youth Administration, an offshoot of the WPA. Students will also tour the FDR Library Museum, and the Home of The Home of Franklin D. Roosevelt National Historic Site.

Day 2 - Field Trip to the Woodstock School of Art

Students will visit the Woodstock School of Art campus originally built in 1939 as a National Youth Administration training center for youth. They will tour the campus, see a presentation about the original students and some of the work they created, including the buildings themselves and relief stone carvings. The National Park Service Education Specialist will guide students through critical thinking activities based on the program and presentations from the earlier visit to Val-Kill. A professional artist will then lead the students in their creation of an art project from the Woodstock School of Art. They will create their own expression of art, based on the core content (human rights, ER, FDR, NYA, and WSA) of their knowledge base gained from visiting Val-Kill, the FDR Library, and WSA.

Students will be asked to synthesize and communicate deep conceptual and interpretational thinking into their self-directed art piece. Their work can be exploratory, interactive, imaginative, divergent, curious and be of free expression. Their art piece should convey a message. Concepts may include the following: justice, civic values, needs & wants, identity, empathy, culture, choice, change dissonance, etc. The focus question is, "How can art reflect and inform others about human rights issues and personal connections?"

Students will also be required to write a short essay or explain about the work they created and how it relates to human rights. Pre-visit opportunities in the school classroom should be provided by the teacher for students to provide background information prior to their visit at WSA.

"Bus on Us" grant to the Park & Library - applications at <http://www.teachingthehudsonvalley.com>
Buses to Woodstock School of Art will be paid for by a WSA grant

PROJECT GOALS:

- Encourage critical thinking about current human rights issues and their personal connection to them
- Create avenues for understanding Eleanor Roosevelt's Legacy in human rights and the National Youth Administration.
- Illustrate how Eleanor Roosevelt's personal relationships speak to the social, economical, political, and geographic environments that created them.
- Using hands on art activity as a means of self-expression
- Introduction to a chapter of local and NYS history, which is connected to a much larger chapter of national history, the Great Depression Era.
- Connect NY State Learning Standards to program components.
- Familiarize students with national parks, Presidential Libraries, and the Woodstock School of Art.
- Use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art.

PROJECT RESULT:

- Exhibit featuring student work created at WSA to coincide with National Human Rights Day, December 10.**
- Teacher Assessment based on NYS learning standards

NYS Social Studies Learning Standards

Standard 1- History of the United States and New York

Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators

- Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans.
- interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.

Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Performance Indicators

- investigate key turning points in New York State and United States history and explain why these events or developments are significant.
- understand the relationship between the relative importance of United States domestic and foreign policies over time.
- analyze the role played by the United States in international politics, past and present.

Key Idea 3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Performance Indicators

- gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
- describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents
- classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.

Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Performance Indicators

- events and issues in New York State and United States history and explain reasons for these different accounts.
- describe historic events through the eyes and experiences of those who were there.

Standard 3– Geography

Key Idea 1: Geography can be divided into six essential elements which can be used to analyze Important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Performance Indicators

- study about how people live, work, and utilize natural resources
- describe the relationships between people and environments and the connections between people and places.

Key Idea 2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

Performance Indicators

- formulate geographic questions and define geographic issues and problems.

Sample Task

- pose analytical questions concerning a geographic issue or problem affecting their community, region, or New York State (e.g., issues related to environmental problems and concerns, transportation and traffic needs, land use, housing, natural resource use).

Standard 4- Economics

Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Performance Indicators

- explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.
- define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems

- understand how scarcity requires people and nations to make choices which involve costs and future considerations.
- define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems.
- explain how economic decision making has become global as a result of an interdependent world Economy.
- understand the roles in the economic system of consumers, producers, workers, investors, and voters.

5- Civics, Citizenship, and Government

Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Performance Indicators

- analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs.
- consider the nature and evolution of constitutional democracies.
- explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens.

Key Idea3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Performance Indicators

- understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic Responsibilities.
- discuss the role of an informed citizen in today's changing world.
- explain how Americans are citizens of their states and of the United States.

Key Idea 4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Performance Indicators

- respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint.

Art Standards: Standard 1

Key Idea 1: Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Performance Indicators

- create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.
- create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images.
- demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition.

-reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly.

Visual Arts: Key Idea 2: Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Performance Indicators

- know about some cultural institutions (museums and galleries) and community opportunities for looking at original art and talking to visiting artists, to increase their understanding of art.
- give examples of adults who make their livings in the arts professions.

Standard 2—Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Performance indicators

- select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums.
- interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions. involved with creating, performing, exhibiting, and promoting art.