

Eleanor Roosevelt's Legacy on Human Rights

Webcast - March 2, 2012 1:00 - 2:00



How we will proceed

- The introduction will be given by Michael Cerniglia
- As we move through the program we will ask each school district to participate through interactive activity and response.
- Each school district will have the opportunity to participate as we call on each district throughout the program for your to response to questions.
- We will provide time for each district to ask questions.
- Pre-visit material will be sent to each school district via e-mail a week prior to the Webcast. The material will include vocabulary, concepts, knowledge base, and three questions for students to write about and/or discuss prior to the Webcast.

Materials needed

- Pre-visit role cards will need to be printed, cut, and passed out so each student may have a role card to be used during the broadcast portion with the National Park Service Ranger, Susanne Norris.
- Smart board or Television.
- IP Address given to Lakeland Copper-Beech Middle School.



Preparation prior to Webcast:

<u>Vocabulary</u>	<u>Pre-visit Questions</u>	<u>Concepts</u>
<ul style="list-style-type: none"> • Consumer • Consumerism • Environmental justice • Social justice • Economic justice • United Nations • Journal • Resources • Production 	<p>Answer the following questions in writing or as a class discussion.</p> <ul style="list-style-type: none"> • What is fair? • What is not Fair? • What is consumerism? 	<ul style="list-style-type: none"> • Social justice • Economic justice • Supply and demand

Knowledge Base

- Who the 32nd President of the United States was
- Who the First Lady was
- World Map

Role Cards - To follow in next e-mail

Agenda

Introduction

The introduction will be given by Michael Cerniglia.– 5 minutes

Student Presentation - 10 minutes

Lakeland Copper-Beech Middle School, Yorktown Heights, NY - Michael Cerniglia's and his students will share their experience on studying Eleanor Roosevelt and their creation of a Website on this project.

Meeting Shirley Jackson, a Friend of Eleanor Roosevelt's -15 minutes

Michael will lead a discussion and question and answer format with Shirley and the students. Each class may ask a question or two. Please choose your questions and students prior to the broadcast.

Greetings from Susanne Norris - Education Specialist for the National Park Service at Roosevelt-Vanderbilt National Historic Sites

I. Introduction to the National Park Service—2 minutes

II. Introduction to Eleanor Roosevelt National Historic Site - 3 minutes

III. Eleanor Roosevelt's Legacy on Human Rights - 25 minutes

a. What's fair? What's not?

b. What are basic needs for all humans?

c. A message from Mrs. Roosevelt

“Compassionate and courageous, Eleanor Roosevelt urged us “to hazard all we have to make our communities, and the world safer, more just, more humane. We must cast off the handcuffs of fear. We must pledge our lives, our sacred honor, and all our worldly goods to the ideals we cherish. Staying aloof is not a solution, it is a cowardly evasion.”

d. What was Mrs. Roosevelt concerned about? What did Eleanor say about human rights?

f. Eleanor Roosevelt, the United Nations & the Universal Declaration of Human Rights?

IV. What's your favorite Food? (Production, Distribution, and Consumption)

a. What do you like to eat? What's your Food Footprint?

b. Concept map of food footprint.

c. Are there human rights being violated in the food footprint? (UDHR right to food, workers rights). Problems

d. Where do you fit in?

e. What did Eleanor Roosevelt have to say about this issue?

f. Solutions: Eleanor Roosevelt as a role model: What did she do? What can you do?

V. “Where after all do Human Rights Begin? Close to Home.” A call to Action. Q &A

Curriculum Ties: 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.

- understand how scarcity requires people and nations to make choices which involve costs and future considerations.
- 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.

From NYSED Global History and Geography Online Resource Guide

NYS Global History & Geography

C. Economics

1. Major economic concepts (scarcity, supply/demand. Opportunity costs, production, resources).
2. Economic decision making.
3. The interdependence of economics and economic systems throughout the world.
4. Applying critical thinking skills in making informed and well reasoned economic decisions.

Essential Questions

- How are economic systems structured to meet the needs and wants of different societies?
- What impact do regional and global trade networks have on world culture?
- Does ongoing scholarship change our world views?

Focus Questions

- How do societies determine how goods and services should be produced?
- What forces determine for whom goods and services be produced?
- Why do different societies answer the three basic economic questions differently?

Post Webcast Activities

Eleanor Roosevelt's Legacy:

UDHR, My Day, Val-Kill, peace, conflict resolution, advocate for the poor and disadvantaged, workers rights, civil rights, women's rights, equal education, environmental justice.

Essential Question : What are human rights?

The basic rights and freedoms, to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.

Student Outcomes

- Understanding of ER and her Legacy
- Understanding of the UDHR
- Understanding the "My Day" connection
- Understanding that their choices affect others

Provocation

- To be educated consumers
- To know that they have a voice and can make a difference
- To pay attention or they could lose their rights

Activity 1: Your Consumer Footprint

Activity 2: A call to Action

World Peace Day—September 21

Human Rights Day—December 10

Core Theme - Social & Economic Justice

Consumerism: The personal connection

<u>Vocabulary</u>	<u>Post-Webcast Questions</u>	<u>Student Skills</u>
<ul style="list-style-type: none">• Fair trade• Middle man• Cocoa• Market Price• Raw Product• Producers (of agricultural products)• Fair trade cooperative• Conventional• Profit	<ul style="list-style-type: none">• What is consumerism?• What are your rights as a consumer?• What do you consume?• What is your impact as a consumer?• What are you willing to do to make a difference?	<ul style="list-style-type: none">• Investigate• research• Interpret• Analyze• Classify

Activity 1: Your Consumer Footprint

- a. Using the student worksheet provided research your favorite clothing ,food, toys, & technology footprints, from raw material to finished product. Use the student Worksheet. Then answer the following questions.

Food

- What foods do you like to eat?
- Where does your food come from?
- How is it grown?
- How does it get to you?
- What does it have to do with human rights?

Clothing

- What kind of clothing do you like to wear?
- What is it made of?
- Who makes it?
- How is it made?
- How does it get to you?
- What does it have to do with human rights?

Toys & Technology

- What are your favorite kinds of toys?
- Could you live without a cell phone?
- Are there other technologies you could not live without?
- Who makes these items?
- What makes it possible for these items to work?
- What happens when they don't work anymore?
- What does it have to do with human rights?

- b. Once you have researched and answered your questions on your favorite things and their footprint go to “Eleanor Roosevelt’s Papers project on-line. <http://www.gwu.edu/~erpapers/> Look up your topic by clicking on “The My Day Project.” Then type in your topic in the “Search the Columns” Box. What does Mrs. Roosevelt have to say about this topic? Is this still a relevant issue today? Compare and contrast now from then. What has changed, and what has not? How did Mrs. Roosevelt make a difference? Using Eleanor Roosevelt as a role model, what can you do to make a difference? Make a plan of action.

Activity 2: A call to Action

As a class plan a way to celebrate one or both of these days.

World Peace Day—September 21
Human Rights Day—December 10

Eleanor Roosevelt Quotes on Human Rights

“Where after all do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any map of the world. Yet they are the world of the individual person: The neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.” -Remarks at the United Nations, March 27, 1958

“Courage is more exhilarating than fear and in the long run it is easier. We do not have to become heroes overnight. Just a step at a time, meeting each thing that comes up, seeing it is not as dreadful as it appeared, discovering we have the strength to stare it down.”

“When will our consciences grow so tender that we will act to prevent human misery rather than avenge it?”

“I know that we will be the sufferers if we let great wrongs occur without exerting ourselves to correct them.”

“The function of democratic living is not to lower standards but to raise those that have been too low.”

“Surely, in the light of history, it is more intelligent to hope rather than to fear, to try rather than not to try. For one thing we know beyond all doubt: Nothing has ever been achieved by the person who says, ‘It can’t be done.’”

“Justice cannot be for one side alone, but must be for both.”

“The future belongs to those who believe in their dreams.”

Post Webcast Student Worksheet

<p><u>My Favorite Clothing</u></p> <p><u>My Clothing Foot Print</u></p> <p><u>Human Rights Violations</u></p> <p><u>Possible Solutions</u></p>	<p><u>My Favorite Toys or Technology</u></p> <p><u>My Toy or Technology footprint</u></p> <p><u>Human Rights Violations</u></p> <p><u>Possible Solutions</u></p>
<p><u>My Favorite Food to Eat</u></p> <p><u>My Food Footprint:</u></p> <p><u>Human Rights Violations</u></p> <p><u>Possible Solutions</u></p>	<p><u>Human Rights Issues in my Footprint</u></p> <p><u>Global Connections</u></p> <p><u>Human Rights Violations</u></p> <p><u>Possible Solutions</u></p>