

Eleanor Roosevelt National Historic Site



Val-Kill Pre-visit Materials

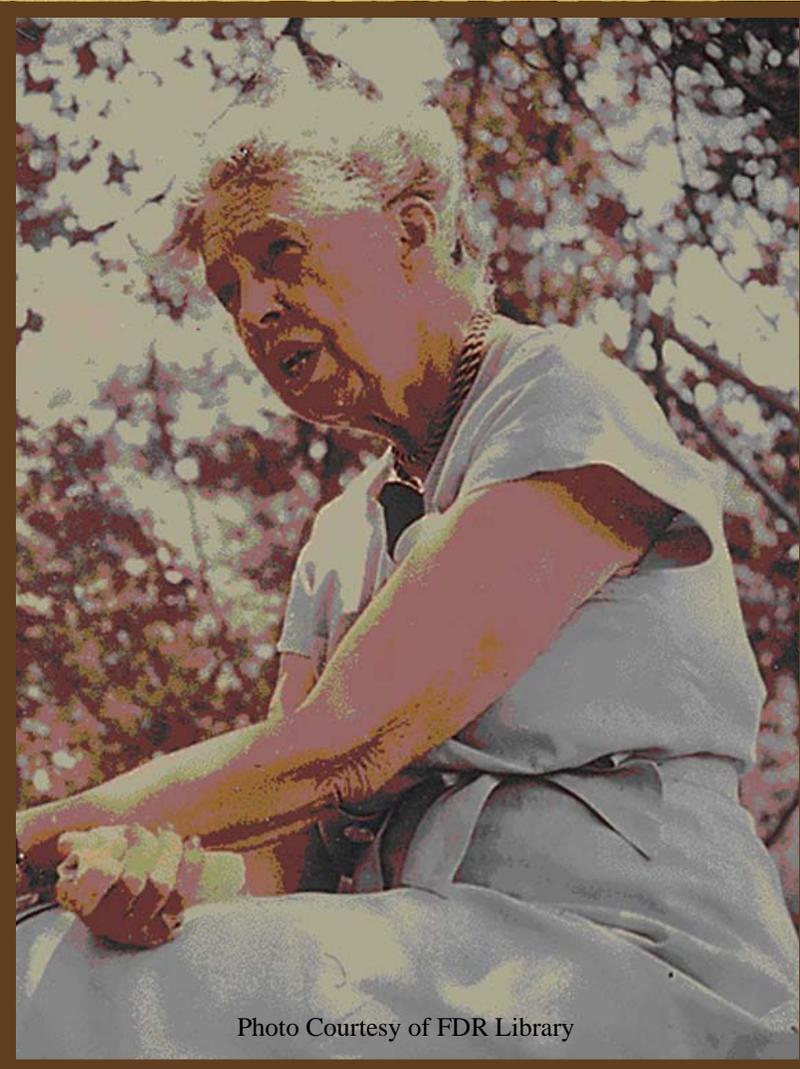


Photo Courtesy of FDR Library

Place-based education provides students with opportunities to connect with themselves, their community, and their local environment through hands-on, real-world learning experiences. This enables students to see that learning is relevant to their world, to take pride in where they live, to connect with the rest of the world, and to develop into concerned and contributing citizens. - Jack Chin

A Note to The Teacher



Dear Teacher:

It is important to us that your students be prepared for their visit to our site. If they have the background knowledge on the topics included in this packet they will be able to better understand their place-based experience here at Roosevelt-Vanderbilt National Historic Sites, and its relationship to their school studies. We have designed our programs to tell the parks story by using the cultural and natural resources at the site and by linking them to the New York State Curriculum Standards.

We hope you find the pre-visit material helpful. The files are arranged by activity. It is our intent for you to be able to use each file with ease. The files contain the necessary information and materials for the activities. Simply print the activity and materials you wish to use for hand-outs or for your own information.

We look forward to your visit with us!

Sincerely,

Susanne Norris

Education Specialist
Roosevelt-Vanderbilt NHS
4097 Albany Post Rd.
Hyde Park, NY 12538

Please feel free to call us at (845) 229-0174.

Tips for a Successful Field Experience



- The National Park Service requires 1 chaperone for every 10 students.
- Backpacks, cell phones, ipods, food, and gum are not permitted on the tours. Please leave packs on bus or in lunch area.
- Students should wear nametags.
- Lunch may be eaten indoors in the Wallace Center Lunch room, or outside under a large tent. Please make lunch room arrangements when you make reservations for your programs.
- Public restrooms can be found in the Wallace Center, the ground floor of the FDR Presidential Library and in the small carriage house behind the stables.
- Wear comfortable walking shoes and clothing according to the weather. The tours move outside between several buildings on the grounds.
- Dress appropriately for outdoor environmental education programs, no sandals please.
- Request that parents apply insect repellent and sunscreen prior to school the day of your trip.



Planning Your Visit



Directions

To the Home of Franklin D. Roosevelt National Historic Site and the Franklin D. Roosevelt Presidential Library

From the NY State Thruway: (I-87), exit 18 (New Paltz), take 299 east to 9W south, follow signs to the Mid-Hudson Bridge. After the bridge crossing follow the overhead signs to Hyde Park and Rt. 9 North. The Home of Franklin D. Roosevelt National Historic Site and Presidential Library entrance will be on your left after approximately 5 miles. Proceed to parking area. Please park buses in designated areas.

To the Vanderbilt Mansion National Historic Site

From the North take Rt. 9 South to Hyde Park. Just as you enter Hyde Park, the Vanderbilt Mansion National Historic Site will be on your right. From the South take Rt. 9 North to Hyde Park pass through town. The Vanderbilt Mansion NHS entrance will be on your left, just a short distance from the Hyde Park Fire Department on your right.

To Eleanor Roosevelt National Historic Site

At the Route 9 intersection, at the South end of Hyde Park, turn onto Rt. 40A or St. Andrews (from south turn right, from north turn left). Stay on Rt. 40A until the traffic light. At traffic light turn left, onto Rt. 9G and follow 9G for half a mile. Turn right into the entrance and proceed to parking area.

Rules

During the programs and tours all backpacks, cell-phones, ipods, gum, drinking and eating are not permitted. Flash photography is not permitted. There must be one chaperone per 10 students, and no more than five chaperones per 50 students. Teachers and chaperones alike are asked to actively participate in the program along with the students.

Where to go upon your arrival & what to wear

Please arrive 15 minutes ahead of your scheduled tour to allow for restroom breaks and ticket pick-up. If you have reserved a tour, please wear comfortable clothing and walking shoes. If you have reserved an environmental education program, please dress appropriately for the weather and outdoor activities. During the tours and programs drinking and eating are not permitted, except on hikes.

Planning Your Visit



Home of Franklin D. Roosevelt NHS

Buses should pull up in front of the Henry A. Wallace Visitor and Education Center. Teachers and students will be greeted by a park ranger or Presidential Library staff member for their reserved program upon their arrival.

Vanderbilt Mansion NHS

Buses should park in designated bus parking area. Students and teachers should report to visitor's center to pick up tickets and meet the ranger for the tour.

Eleanor Roosevelt NHS

Buses should park in designated areas. Teachers and students should report to the visitor's center to pick up their tickets and meet the ranger for their tour. The lunch room is available first come/first serve.

Where to have Lunch

The lunch room is available first come/first serve. The room holds up to 50 students. In good weather school groups may have lunches outside under the tent area.

Bathrooms and Gift Shops

The restrooms and gift-shops are located at the Vanderbilt Visitors Center, the Wallace Center, and at Val-kill.

Cancellations

All cancellations should be made with the reservation system by calling (845) 486-7751.

Preparing your students

Prior to your trip, please prepare students for their field trip experience by using these pre-visit materials or your own.

Field Trip to Val-Kill



The field trip can be divided into 1-5 activities (depending on time constraints, weather, teacher preference, ranger availability, and number of children). Please be aware that the teacher will be responsible for some components of the field trip.

Before the trip you are asked to:

- Review the information sheets about ER and Val-Kill.
- Familiarize yourself with the activities planned for the trip.
- Ranger staff will supply "clue booklets", clip boards, and pencils for your class (Each child will be responsible for ONE topic).
- Teacher led portions of the program are the Grounds Tour, "Clue Book" findings discussion (at lunch or back in the classroom), assist ranger with Val-Kill Industries activity, and oversee lunch. You also have the option to give the Wiltwyck School activity and/or take a hike on the Val-Kill Loop Trail (time permitting). This may be teacher or ranger led.
- Please bring with you the "Grounds Tour Packet" which includes information sheets on the Grounds, Famous ER Quotes, The Fourth of July at Val-Kill, a Poughkeepsie Journal article about the "Playhouse", and a Dutch Architecture information sheet. This will give you "above and beyond" information to discuss with your children at the site.

On Site ACTIVITIES

- 1. Tour of ER's Home**
- 2. Viewing of the Movie "Close to Home"**
- 3. Garden and Grounds Tour**

Place-Based Activities at VAL-KILL ~ ELEANOR'S HOME



Suggested Time Frame:

Visit - one day at the Eleanor Roosevelt National Historic Site, better known as "Val-Kill"

ACTIVITY 1: Tour of ER's Home

Approximate time of tour: 45 minutes (follow up activity will take more time).

The ranger will lead the tour. The teachers are asked to lead the "clue activity" and the follow-up discussion. ONLY 15 STUDENTS ARE ALLOWED ON THE TOUR at one time.

ACTIVITY 2: Viewing of the Movie

Approximate time of movie: 25 minutes.

The teachers will be responsible for managing the students and the follow-up discussion.

Please be aware that the general public will be at the site and probably in the Playhouse at the same time.

ACTIVITY 3: Garden and Grounds Tour

Approximate time of Garden and Grounds Tour: varies according to needs

Optional and weather permitting

See the attached " Grounds Tour Packet" for information and history



A Place-Based Unit of Study Overview

"Eleanor Roosevelt: An American Hero"

A Place-Based Unit of Study Overview



The purpose of this unit of study is to take an in-depth look at the life and contributions of Eleanor Roosevelt, a true "American Hero." As a delegate to the United Nations, as well as through her role as First Lady, Eleanor Roosevelt worked to protect the rights of individuals and to promote the common good. This unit of study will engage students in exploring primary documents, reading and analyzing literature, utilizing Internet resources, and visiting the Wallace Center and Val-Kill.

Essential Question:

Can one person change the world?

NYS Learning Standards:

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, and global-including the distribution of people, places, and environments over the Earth's surface.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Unit Overview and Rationale:

During this unit of study, several key components of the grade 4 social studies curriculum will be addressed.

This unit of study will help:

- to highlight local political institutions and historical developments with connections to New York State and United States history ~ *ER's role in local politics through her work with suffrage, as First Lady of New York State and First Lady of the United States, and with humanitarian efforts.*

- to provide an in-depth study of government including the structure and functions of the different branches of local government ~ *ER's life and responsibilities while her husband held different government offices and her contributions to society during these times.*
- to explore the rights and responsibilities of citizens ~ *ER's work with the International Red Cross, suffrage, the Women's Trade Union League, and her role with the Democratic party.*
- to expand civic concepts of power, equality, justice, and citizenship ~ *ER's work with the UN as the Chairman of the Commission on Human Rights.*
- to establish a chronological framework to help students organize information about their communities within the context of New York State history ~ *creating a timeline of FDR and ER's life.*

Essential Skills:

Students will be engaged in:

Identifying cause and effect

Drawing inferences and making conclusions

Decision making

Getting information

Interpreting information

Recognizing and avoiding stereotypes

Using the vocabulary of time and chronology

Placing events in chronological order

Sequencing major events on a timeline

Creating timelines

Reading maps, legends, symbols, and scales

Decoding images (graphs, cartoons, paintings, photographs)

Content Understandings:

Eleanor Roosevelt made major contributions to the local, state, national, and world community. The labor movement struggled to improve working conditions for children and adults. Citizenship includes rights and responsibilities that apply to the classroom, school, home, and local community. Citizens can participate in political decision making and problem solving at the local, State, and national levels.

Conceptual Understandings:

The basic democratic values of American democracy include an understanding of the following concepts: *individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.*

Focus Question: What were Eleanor Roosevelt's most important contributions to local, state, national, and world history?

Key Terms:

| | |
|--------------|----------------------|
| Citizen | The Great Depression |
| Advocate | Suffrage |
| Hero | Humanitarian |
| Human rights | |

Learning Experiences : Pre-Visit Activities/Lessons



Suggested Time Frame:

Pre-Visit - one week

For written activities see File #

ACTIVITY 1: Slide Presentation

ER's life presented in a power point presentation with detailed notes, developed by Linda Bouchey and Al Vinck (Retired History Teachers from Hyde Park NY School District.

ACTIVITY 2: Time Line Activity

Read a book about Eleanor Roosevelt (an appropriate book in your classroom library) use information discovered to fill in the missing information on the provided 'Eleanor Roosevelt Timeline'

ACTIVITY 4: Val-Kill Home Site

Virtual tour of the Val-Kill using the website: www.cr.nps.gov/museum/exhibits/elro/explorevk.html respond to the questions on the 'Val-Kill Virtual Tour Response Sheet'

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ACTIVITY 3: Garden and Grounds Tour

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Optional and weather permitting

See the attached " Grounds Tour Packet" for information and history

Post-Visit Lessons/Activities



Suggested Time Frame:

Post-Visit - one week

For written activities see File #

ACTIVITY 1: Web search based on Eleanor Roosevelt

An internet investigation on ER.

The children will search for primary documents including photographs, quotes, sound bytes, and letters.

ACTIVITY 2: Universal Declaration of Human Rights

An activity to introduce the Universal Declaration of Human Rights and its significance

A look at ER's role in the creation of the Universal Declaration of Human Rights.

ACTIVITY 3: Photograph Mystery

An investigation into the clues that photographs can tell us about a person, their acquaintances, their surroundings, and the time period. Children will look for clues in the photographs to help them analyze its significance in historical reference.