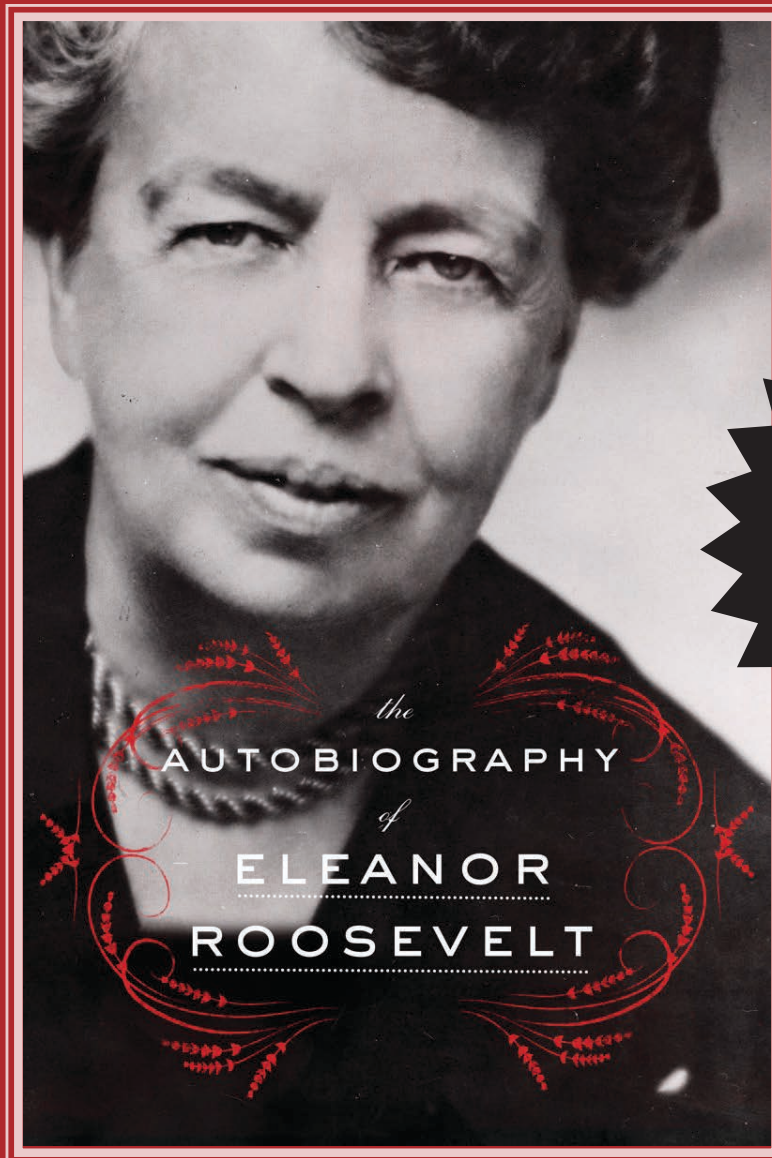


A TEACHER'S GUIDE TO



**ALIGNED
TO THE
COMMON
CORE**

A candid and insightful look at an era and a life through the eyes of one of the most remarkable Americans of the 20th century.

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About This Book

Anna Eleanor Livingston Roosevelt served as First Lady of the United States from 1933 to 1945. Serving as First Lady longer than any other woman, Eleanor became an American diplomat and human rights activist. Widely controversial during her time for her outspokenness, she worked in tandem with her husband to lead the United States through what many consider to be the United States's most challenging national and international era. She has been long admired for creating spaces in the political arena for women and redefining the role of the First Lady.

Having lost her parents at a young age, Eleanor was raised by her grandparents and attended boarding school, where she was much influenced by the school's headmistress, Mlle. Souvestre. Despite learning that her husband had a mistress, Eleanor remained in her marriage and supported her husband through polio, numerous political campaigns, and the longest tenure of any United States president. Much remembered for her speeches and her stance for civil rights, Eleanor remained active in politics, both at home and abroad, until her death in 1962.

The questions and activities in this teaching guide provide springboards for guided reading and class discussion on national and world topics that defined the era in which Eleanor lived. Questions and activities were written to support standards-based instruction and target grades 9-12.

A complete list of the Common Core State Standards can be found at <http://www.corestandards.org/the-standards>.

Discussion Questions

PREFACE

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1. Discuss Eleanor Roosevelt's reasoning for wanting to write her autobiography. What did she mean that writing about oneself is both a moral and physical impossibility?
2. Eleanor Roosevelt describes herself as a sounding board for the teachings and influence of her immediate surroundings and believed that her ability to think for herself did not develop until she was well on in life. Discuss the examples that support this thinking. Is reliance on the influences of others in one's early life common? Why or why not?
3. Roosevelt describes the world as "speeding up." What does she mean? Use examples from the preface to support your discussion.
4. According to Eleanor, what purpose should an autobiography serve? Do you agree or disagree?

PART I: THIS IS MY STORY

CHAPTER 1—MEMORIES OF MY CHILDHOOD

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1. How does Eleanor describe Grandfather Hill? How did he epitomize the era in which her parents were raised? On whom did Eleanor believe he had the most influence and why?
2. Characterize Eleanor's parents. How were they alike? How were they different? Discuss her relationship with each of them.
3. Describe the early years of Eleanor's life spent in Italy. Why did her father spend time in a sanitarium while there? How did his time there impact the family?
4. Discuss the impact of the loss of her parents on Eleanor as a young girl. Describe her childhood without her parents. Was she a happy child? Why or why not?
5. Eleanor describes herself as living in a dream world as a child and living a childhood of fear. Discuss her fears. Why did she live "inside her head" much of the time?

CHAPTER 2—ADOLESCENCE

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1. Why did Eleanor go to Europe during her adolescent years? What did she do there? Was this experience good for Eleanor? Explain your answer with evidence from the text.
2. Who was Mlle. Souvestre? Describe the relationship that developed between Eleanor and Mlle. Souvestre. What did Eleanor learn from Mlle. Souvestre?
3. Why did Eleanor have a dark red dress made? Why do you think it remained Eleanor's favorite dress? Use evidence from the narrative to support your thinking.

4. Compare Eleanor's years at school in Europe with her childhood. How were they different? How did she grow and gain independence and confidence? What accounted for her growth in confidence?
5. Describe the time Eleanor spent on vacation with her aunt Tussie. What did Eleanor most remember about visiting her?
6. What did Eleanor experience while living with Mlle. Bertaux? How was Mlle. Bertaux's lifestyle different from Eleanor's family experiences? Why did she return to visit? Discuss how their relationship developed over time.

CHAPTER 3—HOME AGAIN

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1. Eleanor returned a second time to Europe and, for the most part, enjoyed her time there. Why was her visit to Tivoli during the summer not pleasant? How had life changed there?
2. Eleanor's grandmother insisted that she return to New York to "come out" as a debutante when she turned eighteen. Describe this time in her life. How did she respond to the experience? What did she enjoy the most and why?
3. How did Eleanor describe her personal development during the fall of 1903? What contributed to her development?
4. Discuss social norms around male and female interactions during Eleanor's coming out year. How did Eleanor feel about these social norms? Did she abide by them? Explain your answer with evidence from the text.
5. Who was Pussie and how did Eleanor characterize her?
6. Describe Eleanor's first trip to the White House. What impact did it have on her? Why did she prefer to stay with relatives thereafter?
7. What reaction did Eleanor have to Franklin's marriage proposal? What reaction did Franklin's family have and why? How did Eleanor's life change once she was engaged to Franklin?
8. Describe the Fairhaven house. What role did it play in Eleanor's life and what revelation did Eleanor have there?
9. Eleanor attended Teddy Roosevelt's 1905 inauguration. Describe her reaction to the event and her interest in the political world as a young, unmarried woman.

CHAPTER 4—EARLY DAYS OF OUR MARRIAGE

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1. President Roosevelt attended Eleanor and Franklin's wedding. What impact did his attendance have on the event?
2. Eleanor and Franklin returned to New York City so that Franklin could complete his law studies. Describe Eleanor's first housekeeping experiences.
3. Discuss several highlights of Franklin and Eleanor's summer trip to Europe. What does the reader learn about Franklin's personality? Use evidence from the text to support your response.
4. What incident made Eleanor realize she needed to know "something" about government?

CHAPTER 5—A WOMAN

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1. During Eleanor's first years as a wife and mother, she depended on the wisdom of housekeepers and nurses for her children. What regrets did she have in her later life and why?
2. Why was Eleanor ill-equipped to serve as mother, wife, and housekeeper? What lessons did she learn?
3. Eleanor characterizes herself as acting like a martyr. Explain what she learned about her personality.
4. Eleanor describes several childrearing incidents that illustrate her naivety as a mother. Discuss her ineptness during her early parenting years. What contributed to her lack of knowledge? In what ways did she begin to grow?
5. What reaction did Eleanor have to losing a son to pneumonia before he was a year old? What impact did it have on her in later years?

CHAPTER 6—MY INTRODUCTION TO POLITICS

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1. When Franklin became state senator, the couple moved to Washington, D.C. to live. This was the first time Eleanor lived without another woman in her house. Describe how Eleanor adjusted to this change.
2. Describe Eleanor's relationship with her mother-in-law. Was her mother-in-law supportive? Why or why not?
3. How did Eleanor believe she and Franklin contracted typhoid fever?
4. Eleanor describes herself still living under the early influences of her life: "Duty was perhaps the motivating force of my life, often excluding what might have been joy or pleasure" (66). How did her behaviors during this first year support this belief? Use examples from the text to support your response.

CHAPTER 7—WASHINGTON

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1. How did Franklin's position as assistant secretary to the Navy change Eleanor's life?
2. Eleanor believed that most women were slaves of the Washington social system. What evidence supports this statement? Did Eleanor seem opposed to playing this role? Why or why not?
3. Eleanor describes two women who defied the social roles dictated to them. What reaction did Eleanor have to them?
4. Eleanor enjoyed seeing new places; however, when she accompanied her husband on engagements, she felt apprehension. What contributed to her unease?

CHAPTER 8—GROWING INDEPENDENCE

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1. In Eleanor's opinion, what contributed to her growing independence?
2. Discuss the impact World War I had on Eleanor's beliefs about war and politics.
3. Woodrow Wilson and Teddy Roosevelt had opposing views about the role the United States should play in World War I. Did Eleanor feel compelled to side with one or the other? Explain your answer with examples from the text.
4. When Franklin fell ill once again, why did Eleanor not nurse him?
5. Henry Adams was a political figure who stood out in Eleanor's mind during her early years in Washington, D.C. Why was he memorable?

CHAPTER 9—A CHANGING EXISTENCE

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1. How did life change for Eleanor and her family when the U.S. finally declared war?
2. When Eleanor's brother enlisted, Eleanor's grandmother asked why he didn't buy a substitute. What response did Eleanor have to her grandmother's question? What did her response show about her independence and growth?
3. Describe ways in which Eleanor supported the soldiers during the war. How did her work during this time impact her thinking about war and humanity? How did she become more tolerant?
4. Explain why Eleanor believed she learned more about the human heart as a result of her work and experiences during World War I.
5. One wartime experience that influenced Eleanor was working at a canteen. What did she do there? In what ways did this experience contribute to her growth?
6. What challenges did her immediate family face during World War I? How did Eleanor respond to these challenges?

CHAPTER 10—READJUSTMENT

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1. Soon after the Armistice, Eleanor and her husband traveled to Europe on business. How does Eleanor describe Paris?
2. When Eleanor learned that President Wilson had only the important news and editorials clipped for him to read, Eleanor wrote in her diary, "This is too much to leave to any man" (p. 101). What did she mean? How does the statement foreshadow her future years in politics?
3. Describe Eleanor's first experience with the cause of women's suffrage. What impression did it leave with her? What did she learn?
4. When Eleanor's grandmother passed away, Eleanor reflected on her grandmother's life and the impact she had on Eleanor. How did her reflections illustrate her maturity and growth?

CHAPTER 11—THE 1920 CAMPAIGN AND BACK TO NEW YORK

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1. How did Eleanor feel when she learned that her husband had been nominated as a candidate for vice-president? Why?
2. What did Eleanor learn on her husband's last campaign trip?
3. Who was Louis Howe and how did he help Eleanor during the campaign?
4. Who was Mrs. Frank Vanderlip and why did she visit Eleanor? How did her request prepare Eleanor for future roles?
5. How did Eleanor's relationship with her mother-in-law begin to change? Why?

CHAPTER 12—TRIAL BY FIRE

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1. How did Eleanor describe her husband's battle with polio? How did his illness impact the family? In what ways did their social life change?
2. During her husband's convalescence, Eleanor began working for the women's division of the Democratic State Committee. What work did she do there? Why did she take on this work?
3. Franklin managed Al Smith's pre-convention campaign shortly after recovering from polio. What opportunity did his work on this campaign afford Eleanor?

PART II: THIS I REMEMBER

CHAPTER 13—THE PRIVATE LIVES OF PUBLIC SERVANTS

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1. Did Eleanor believe she could be completely objective about her husband? Why or why not? What did she hope to share about him that would be of value?
2. How did Eleanor describe her husband? How did she justify, or explain, the criticism that her husband misled people? What did she reveal about his personality that would lead individuals to think this way?
3. In what way did Franklin rely on Eleanor for information?
4. Eleanor has often been described as having great influence on her husband's political decisions. Did Eleanor agree with this perspective? Why or why not?
5. Eleanor believed her mother-in-law was unhappy with the fact that Eleanor began making money making speeches and doing other kinds of work. Why was her mother-in-law unhappy with her?
6. What complications did Eleanor believe children of public servants experienced? How did Franklin view boys and girls differently? Did Eleanor agree? Explain your answer with examples from the text.
7. Why did Eleanor go into detail about the private lives of her family?

CHAPTER 14—PRIVATE INTERLUDE: 1921-1927

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1. In what way did Eleanor believe Franklin's illness was a blessing in disguise?
2. Why did Franklin go to Warm Springs, Georgia?
3. What work did Eleanor engage in with Nancy Cook and Marion Dickerman? What role did Franklin play? Was the endeavor profitable? Why or why not? Did Franklin and Eleanor have regrets? Explain your answer with examples from the text.

CHAPTER 15—THE GOVERNORSHIP YEARS: 1928-1932

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1. Eleanor believed Governor Smith had shortcomings; however, she supported him as governor. Why?
2. How was Franklin induced to run for governor? Did Eleanor support his nomination? What role did she play in his campaign?
3. Eleanor believed Smith felt responsible for Franklin's success in politics. Did Eleanor agree? Explain your answer with evidence from the text.
4. How did Eleanor describe Franklin's political interests once he was governor?
5. Why did Eleanor take her two younger sons to Europe? What did one son note about the age of the male population? What message did it send to Eleanor?
6. What rumors spread about Franklin's paralysis? Why were they spread? How did they impact Eleanor? How did they impact Franklin's mother?
7. Explain why Eleanor believed that in public life one grows suspicious. Use a quote from the text to support your answer.

CHAPTER 16—LEARN TO BE A PRESIDENT'S WIFE

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1. What role did Louis Howe play in Franklin's presidential campaign?
2. How did Eleanor describe Franklin's beliefs about the presidency?
3. Eleanor did not want Franklin to be president. Why?
4. How did the 1932 campaign trips impact Franklin? How was he able to use these experiences as president?
5. What role did Eleanor play in the writing of her husband's speeches?
6. How did Eleanor describe the daily routine of a president's wife? What experiences prepared her best for the role? What did she learn about her new position? What surprises did she encounter?

CHAPTER 17—THE FIRST YEAR: 1933

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1. Explain why Eleanor believed a spirit of cooperation pulled the nation out of the Depression. Use a quote from the text to support your answer.
2. What were Franklin's views regarding international relations?
3. Why did Eleanor learn to shoot a pistol?
4. In what ways did Eleanor defy the norms for a president's wife?
5. Summarize several of Eleanor's travels. What information did she glean from these travels?
6. Eleanor and Franklin had regular uninterrupted meals after one of them had been on a trip. How might these meals have informed the president?
7. What was the homestead idea and what role did Eleanor's trips play in its development? How were the homestead projects received in Congress?
8. What was the Tennessee Valley Authority project? Describe its success.

CHAPTER 18—THE PEACEFUL YEARS: 1934-1936

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1. Why were these peaceful years for Eleanor?
2. What impact did Louis Howe's death have on Franklin?
3. What attitude did Eleanor and Franklin have toward the second campaign?
4. Why did Eleanor enjoy visiting government projects?

CHAPTER 19—SECOND TERM: 1936-1937

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1. Why did people go to Eleanor when they had an idea they hoped Franklin would support?
2. Eleanor did not always agree with her husband. Give an example and support it with details from the narrative.
3. Was Franklin concerned that Eleanor might represent a controversial viewpoint? Explain your answer with examples from the text.
4. Who was Harry Hopkins? Describe his relationship with Franklin.
5. When Eleanor moved to Washington, she had been writing. Describe how her writing and viewpoints developed over time.

CHAPTER 20—THE ROYAL VISITORS

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1. A number of European Royalty visited the White House during the summer of 1938. What contributed to their visits?
2. How did Franklin respond to these visits?
3. In what way did Eleanor need to prepare for their visit? What considerations did she need to attend to?
4. Describe the summer visit by the King and Queen of England. Was the visit a success? Why or why not?

CHAPTER 21—SECOND TERM: 1939-1940

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1. Eleanor was drawn to work with organizations that helped young people. What did she attribute to this interest?
2. What was the Dies Committee and what relationship did Eleanor play with this organization?
3. Discuss how Franklin prepared for World War II. What steps did he take to prepare the country?
4. Did Franklin wish to run for a third term as president? How did Eleanor feel about a third term?

CHAPTER 22—THE COMING OF WAR: 1941

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1. What evidence does Eleanor provide that suggests Franklin was a loyal father to his sons?
2. How did Eleanor remember the day of the Pearl Harbor attack? What emotions did it evoke in her? What emotions did it evoke in Franklin?
3. How did the loss of her brother and her mother-in-law impact Eleanor?
4. Describe Franklin's relationship with Winston Churchill. Were the two able to work collaboratively? Explain your answer with evidence from the text.
5. Why was Eleanor criticized for having no sense of propriety? How did she justify her behavior?

CHAPTER 23—VISIT TO ENGLAND

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1. Why did Eleanor visit England at the beginning of World War II? What advice was she given by Harry Hopkins?
2. How did Eleanor describe her stay in Buckingham Palace? What surprises did she encounter?
3. In what way was war apparent in Buckingham Palace? In what way was war apparent in the other places Eleanor visited?

CHAPTER 24—GETTING ON WITH THE WAR: 1943

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1. While Franklin grew increasingly close to Winston Churchill, what criticism did he have regarding British colonial areas?
2. Among the many international guests who visited the White House was Madame Chiang. What impression did she make on Eleanor?
3. Franklin Junior served in the military during World War II. How was he wounded? Why did he argue with his father?

CHAPTER 25—VISIT TO THE PACIFIC

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1. Describe Eleanor's experiences during her good-will trip to the Pacific during World War II.
2. Why did Eleanor go in uniform on this trip?
3. Describe the care and living conditions of the wounded and sick. Did Eleanor believe they were properly cared for? Why or why not?
4. What did Eleanor learn about perceptions of the United States and the President?

CHAPTER 26—TEHERAN AND THE CARIBBEAN

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1. What impression did her many visits to war hospitals have on Eleanor? What did her reactions say about her character?
2. Eleanor's international travels became known throughout the U.S. How did U.S. women receive her travels? Use evidence to support your answer.
3. Why did Eleanor sometimes eat with the enlisted men and officers? How was she treated on these occasions?

CHAPTER 27—THE LAST TERM: 1944-1945

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1. Why was Eleanor hesitant to accept engagements in the South?
2. Shortly after being elected to a fourth term, Franklin's health deteriorated quickly. How did Eleanor learn of his death? How did she react?
3. Describe Franklin's funeral.
4. Did Eleanor wish to stay in the White House? Why or why not?
5. What were Franklin's religious convictions?

PART III: ON MY OWN

CHAPTER 28—AN END AND A BEGINNING

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. Where did Eleanor live after she left the White House? Why did she choose to live there?
2. Describe how Eleanor refocused her life. What things did she “let go” and what did she hold on to? Did she live a satisfying life? Why or why not?
3. Who offered to help her and why?

CHAPTER 29—NOT MANY DULL MINUTES

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. Describe the annual event Eleanor hosted for delinquent boys. Who aided her in planning the details?
2. Eleanor traveled to England and spent some time with the King and Queen. What did she admire about the young Princess Elizabeth? What did they have in common?
3. What controversy surrounded a statue of FDR in Grosvenor Square? Was Eleanor pleased with the statute? Why or why not?

CHAPTER 30—LEARNING THE ROPES IN THE UN

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. How did Eleanor react to being asked to be a delegate to help organize the United Nations? Was she prepared to assume this role? Why or why not?
2. Eleanor was asked to serve on Committee Three. Why was she asked to serve on this committee? How did working on this committee aid her in serving as a delegate for the United Nations?
3. Did Eleanor believe she had any latitude to vote her own mind or did she believe her role was to vote as she was told? Use examples from the text to support your answer.

CHAPTER 31—I LEARN ABOUT SOVIET TACTICS

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. What experiences aided Eleanor in understanding what had happened during World War II?
2. How did Eleanor have opportunities to work with Russian delegates? What contributions did she make in strengthening Russian/U.S. relations?

CHAPTER 32—THE HUMAN RIGHTS COMMISSION

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. What responsibilities did Eleanor have as a member of the Human Rights Commission?
2. Why did Eleanor believe her work on the Human Rights Commission was her most important work as a member of the United Nations?
3. Discuss Eleanor's contributions to the Human Rights Commission.

CHAPTER 33—FOREIGN TRAVEL

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. How was Eleanor's visit to Arab countries different from her earlier travels?
2. What impressions did these countries have on Eleanor?
3. What differences in values did Eleanor see between the U.S. and countries in the Middle East?
4. Who was Tommy Thompson and what impact did her death have on Eleanor?

CHAPTER 34—THE LONG WAY HOME

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. As Eleanor continued her travels, what American influences did she begin observing in other countries?
2. Why did Eleanor visit Yugoslavia and how was she received?
3. During her travels to Yugoslavia, what evidence did Eleanor begin seeing that made her believe world peace was possible?

CHAPTER 35—CAMPAIGNING FOR STEVENSON

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. Why did Eleanor return to the political campaign in 1956?
2. Eleanor believed that a good business executive did not make a good government administrator and vice versa? How did she explain this argument?
3. In speaking of political change, Eleanor believed defeating an incumbent was difficult if "there were no great and compelling reasons for the public to make change. If the people are fairly comfortable and there is no great unrest, they prefer to let well enough alone...." (359). Do you agree? Why or why not?

CHAPTER 36—BALI AND MOROCCO

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. Why did Eleanor believe her trip to Morocco was important?
2. Why did Eleanor feel a greater sense of warmth toward the U.S. in Morocco than in other countries?
3. Why did Eleanor feel an increased sense of responsibility as she continued to travel?

CHAPTER 37—IN THE LAND OF THE SOVIETS

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. Explain what Eleanor meant when she remarked that she believed she would die if she had to live in the Soviet Union.
2. What did Eleanor identify as the most important thing she learned while traveling in the Soviet Union?
3. How did Eleanor believe the people of the Soviet Union had been conditioned to think about the U.S.?

CHAPTER 38—A CHALLENGE FOR THE WEST

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. Describe Eleanor's impressions of Nikita Khrushchev.
2. Explain why Eleanor came to believe through her travels that the U.S. and her allies did not understand the struggle against Communism as exemplified by the Soviet Union.
3. What shortcomings did Eleanor see in America and why did she believe that America should engage in self-examination?

PART IV: THE SEARCH FOR UNDERSTANDING

CHAPTER 39—SECOND VISIT TO RUSSIA

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. Why did Eleanor decide to return to Russia?
2. What changes did Eleanor see in Russia only a year after her initial visit?
3. Did Eleanor's second visit change or intensify her earlier impressions of Russia? Explain your answer using examples from the text.
4. After this second visit, what did Eleanor believe the U.S. needed to do to improve relationships with Russia?

CHAPTER 40—THE AMERICAN DREAM

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. In what way did Eleanor believe the U.S. needed to rethink its approach to world problems?
2. How did Eleanor compare the training of Russian youth and American youth? What did she believe we could learn from the Russians about raising children?
3. What attitude did Eleanor have toward teaching children to speak multiple languages? Why did she hold this belief?
4. Explain what Eleanor meant when she said, “The American Dream can no more remain static than can the American nation” (p.408).

CHAPTER 41—MILESTONES

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. When Eleanor reached seventy-five, she reflected on her accomplishments. She commented that no one can plan life from the beginning to the end. How did she explain her trajectory?
2. What did Eleanor believe to be her overall objective in life? Did she know this objective as a young woman? Explain your answer with evidence from the text. Did her life experiences support this claim? Why or why not?
3. Explain why Eleanor believed that you could accomplish more in life if you care deeply about people. How does this statement seem to epitomize Eleanor? Use a quote from the text to support your answer.
4. What did Eleanor believe should be America's primary objective? Why?
5. How do you believe Eleanor would view the United States today? Use evidence from the text to support your claim.

CHAPTER 42—THE DEMOCRATIC CONVENTION OF 1960

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. Why did Eleanor become actively involved in the 1960 Democratic Convention?
2. What problems did Eleanor see with the presidential primary process?
3. What suggestions did Eleanor have for improving the election process? Are her ideas plausible today? Why or why not?

CHAPTER 43—UNFINISHED BUSINESS

CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL11-12.1 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.11-12.3

1. Why did Eleanor visit Poland? What did she find when she arrived?
2. Why did Eleanor believe Poland could serve as a bridge between the Western and Eastern parts of the world?
3. Why did Eleanor believe Khrushchev wanted to dismantle the United Nations? How did others react to her assertion?
4. Why was Eleanor dismayed with those who feared Kennedy's Catholic background?

Writing Activities

1. On page 105, Eleanor writes, “It is hard sometimes to realize what factors in our experience have influenced our development, but I am sure that my grandmother’s life has been a great factor in determining some of my reactions to life.” Identify a person who has had a significant impact on your life. Write a narrative in which you describe this person and explain the ways in which this individual has influenced decisions you have made. **CCSS.ELA-Literacy.W.9-10.2**
CCSS.ELA-Literacy.W.11-12.2
2. Toward the end of Eleanor’s career she writes, “And now, I see, my new concept of the American Dream is only the old one, after all” (p. 409). Summarize Eleanor’s dream. Write an essay in which you take a stance in support of or against her dream. **CCSS.ELA-Literacy.W.9-10.1** **CCSS.ELA-Literacy.W.11-12.1**
3. Eleanor Roosevelt is considered a pioneer in the world of politics for women. Identify several key ways in which she broke ground for women and write an essay in which you discuss the impact of these efforts. **CCSS.ELA-Literacy.W.9-10.1**
CCSS.ELA-Literacy.W.11-12.1
4. Eleanor grew up in a world in which women had few rights and became an advocate for both the women’s suffrage movement and civil rights. Assume the role of her husband, Franklin Roosevelt, (or someone else close to her) and write a narrative in which you describe how Eleanor evolved from a young woman heavily influenced by the thinking around her to someone who could think critically about world issues. **CCSS.ELA-Literacy.W.9-10.3** **CCSS.ELA-Literacy.W.11-12.3**

Research Activities

1. Working with a partner, research both Franklin’s and Eleanor’s family history and develop a timeline. Start as far back as you can go and extend the timeline into the present. Share your timeline in small groups and discuss the differences and similarities of your findings. **CCSS.ELA-Literacy.W.9-10.7** **CCSS.ELA-Literacy.W.11-12.7**
2. Research the history of polio and the discovery of the polio vaccine. Find an online article that speaks to the discovery of a vaccine and the announcement that the vaccine is available. Summarize your findings in a concise paragraph and discuss your article with a classmate. Identify a life-threatening illness for which there remains no cure. Research steps scientists have taken to develop a cure. Is it likely a cure will be found in the next five years? Why or why not?
CCSS.ELA-Literacy.W.9-10.7 **CCSS.ELA-Literacy.W.11-12.7** **CCSS.ELA-Literacy.W.9-10.8** **CCSS.ELA-Literacy.W.11-12.8**
3. Research the “New Deal.” Prepare an interactive presentation for the class using any media of your choice highlighting the plan. What elements of this plan were the most successful? Why do you think they were successful?
CCSS.ELA-Literacy.W.9-10.7 **CCSS.ELA-Literacy.W.11-12.7**
4. Working with a partner, identify a documentary about the Great Depression. (PBS series or the National Archives are good sources). View the documentary together. Together with your partner, write a summary of the documentary and then prepare a list of talking points for a fifteen-minute group or class presentation in which you will discuss highlights of the documentary and show one or two clips that illustrate your talking points. **CCSS.ELA-Literacy.W.9-10.9**
CCSS.ELA-Literacy.W.11-12.9
5. Research online any political figure Eleanor met while traveling abroad. What information can you find about her meetings and encounters with this individual? Compare and contrast your findings with the manner in which Eleanor presents their relationships and professional exchanges in the book. You may share your findings in an oral presentation and/or present them in a short expository paper. **CCSS.ELA-Literacy.W.9-10.7** **CCSS.ELA-Literacy.W.11-12.7**
6. Read and discuss in small groups a book about the Great Depression. Create a class presentation, complemented by visuals that depict the impact of the Great Depression. In your presentation, explain how your reading of this book was informed by your reading of Eleanor’s autobiography. **CCSS.ELA-Literacy.W.9-10.6** **CCSS.ELA-Literacy.W.11-12.6**

7. Pair up with a classmate and assume the identity of any two political figures in Eleanor's autobiography. Research a political issue that links the two figures and exchange letters (email correspondence will suffice) that illustrate your stance on the issue. **CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.11-12.7**
8. Choose any presidential campaign in which Roosevelt ran and research his political stance and that of his opponent. In small groups discuss your findings and prepare a group presentation as to why Roosevelt won the election. **CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.11-12.7**
9. Eleanor paints a picture of the era in which she grew up, pointing out that women were not part of the political landscape. Research the women's rights movements at the turn of the 20th century. Develop a media presentation or write a paper on the doors that Eleanor opened for women. **CCSS.ELA-Literacy.W.9-10.6 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.11-12.6 CCSS.ELA-Literacy.W.11-12.7**
10. Organize a political debate with members of your class. Using Eleanor's autobiography, brainstorm a list of questions to ask individuals who were running for office during that time. Identify a classmate to conduct the debate. (This role can be played by the teacher.) Assume the role of any political figure Eleanor identifies in her autobiography and respond to the questions as they are directed to you. **CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.11-12.4**

Suggestions for Further Reading

- | | |
|---|---|
| Alter, J. (2007). <i>The Defining Moment</i> | Mazer, H. (2005). <i>Heroes Don't Run</i> |
| Barker, T. (2012). <i>Toby's Room</i> | Moyle, T. (2012). <i>Freedom Flyers</i> |
| Bartoletti, S. C. (2008). <i>The Boy Who Dared</i> | Myers, W. D. (2013). <i>Invasion</i> |
| Brown, S. (2009). <i>Rainwater</i> | Ondaatje, M. (1992). <i>The English Patient</i> |
| Bruchac, J. (2005). <i>Code Talker</i> | Rash, R. (2012). <i>The Cove</i> |
| Cohen, A. (2009). <i>Nothing to Fear</i> | Roosevelt, C. (2008). <i>Too Close to the Sun</i> |
| Cohen, R. (2002). <i>Dear Mrs. Roosevelt: Letters from Children of the Great Depression</i> | Salisbury, G. (2005). <i>Eyes of the Emperor</i> |
| Doctorow, E. L. (1975). <i>Ragtime</i> | Silver, M. (2013). <i>Mary Coin</i> |
| Freeman, R. (2005). <i>Children of the Great Depression</i> | Smith, Sherri (2009). <i>Flygirl</i> |
| Greenberg, D. (2009). <i>Fearless Leader</i> | Steinbeck, J. (1939). <i>The Grapes of Wrath</i> |
| Gruen, S. (2006). <i>Water for Elephants</i> | Steinbeck, J. (1937). <i>Of Mice and Men</i> |
| Hartnett, S. (2000). <i>Thursday's Child</i> | Wolf, J. (2007). <i>Someone Named Eva</i> |
| | Zusak, M. (2005). <i>The Book Thief</i> |

Suggestions for Film in the Classroom

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|--|-----------------------------------|
| <i>The Bridge on the River Kwai</i> (1957) | <i>Patton</i> (1970) |
| <i>Casablanca</i> (1942) | <i>The Pianist</i> (2002) |
| <i>Cinderella Man</i> (2005) | <i>Saving Private Ryan</i> (1998) |
| <i>Grave of the Fireflies</i> (1988) | <i>Schindler's List</i> (1993) |
| <i>Letters from Iwo Jima</i> (2006) | <i>The Thin Red Line</i> (1998) |