**Eleanor Roosevelt National Historic Site**

**“A NEW DEAL FOR YOUTH” Education Program**

*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 6-24 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 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.
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 Learning Standards

Social Studies Standards:
1- History of the United States and New York, 2- World History, 3- Geography, 4- Economics, 5- Civics, Citizenship, and Government.

Art Standards:
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.