

## Lesson 3: Individuals Making a Difference

### OVERVIEW

Students will understand that many responses are possible when dealing with violations of human rights – from actively participating in the oppression through doing nothing and finally towards actively working for change by challenging laws or actions in court, helping others out, etc. It is designed for one 90-minute period or two 45-minute periods.

### OBJECTIVES

- Students will be able to identify examples of individuals who responded to rights violations in U.S. history.
- Students will analyze the range of responses to rights violations in U.S. history.

### GUIDING QUESTIONS

How have individuals in U.S. history responded to rights violations?

### STANDARDS

TCC 1.2

PPE 1.1

PAG 1.5, 1.6

SSPS 1.1, 1.3

### MATERIALS

Sets of resource cards (there are 20 total; choose which you would like to include)  
Student activity sheets  
Discussion Questions  
Comparison Chart

### BACKGROUND

Review the resource cards that accompany this lesson. The resource cards are short biographical sketches about individuals who have been faced with the dilemma of how to respond to violations of their rights or those of others. Billy Bowlegs and Stand Watie relate to Indian Removal; Joseph Hawley and Dr. Sun Yat Sen relate to Chinese Exclusion; Fannie Lou Hamer, Frederick Douglass, Elizabeth Eckford, Rosa Parks, Jackie Robinson and Irene Samuel, relate to the Civil Rights Movement; Michi Weglyn, Senator Daniel Inouye, Clara Breed, Mabel Jamison Vogel, Fred Korematsu, Mike Masaoka, Ralph Lazon, Frank Emi, and Yuri Kochiyama relate to the Japanese American experience during World War II.

### OPENING

Tell students that you have a new class rule: the home and mobile telephone of each student in class will be monitored in order to prevent cheating. Ask students what options are available to them as members of the class as they agree or disagree with this new rule. On the chalkboard or overhead projector, write the various options for action that they brainstorm.

Explain to students that throughout history, there have been many times and many ways that citizens have disagreed with the laws set forth by the U.S. government. This lesson will allow them to explore the responses of various individuals who were affected by government policies such as the World War II incarceration of the Japanese Americans and the Civil Rights Movement and what affect their responses ultimately had. They will use these examples to answer the question, “How have individuals in U.S. history responded to rights violations?”

### ACTIVITIES

1. Distribute a resource card to each student, as well as a copy of the activity sheet entitled “Discussion Questions”. Ask each student to read one resource card and independently answer questions #1-7 and begin to prepare a brief presentation about the person on their resource card to share with the entire class, a small group, or a partner.
2. Students make presentations about their resource card to their partner, group, or the class. During the presentations, all students complete the student activity sheet, “Comparison Chart.”
3. At the conclusion of the presentations, students reflect on responses of the individuals. As a class, complete discussion questions #8-11.
4. Go over the events, such as Indian Removal, Chinese Exclusion, Japanese American incarceration, and African American and Hispanic American civil rights. Ask students how they would have responded in a similar situation.

### CLOSING

Ask groups to share their characteristics with the rest of the class. Discuss reasons why each groups’ answers may be slightly different. To illustrate this, the teacher may wish to discuss Senator Daniel Inouye and Michi Weglyn’s cards as examples of how two individuals’ approaches differed. [Senator Inouye fought for passage of the legislation for redress and reparations for Japanese Americans, while Michi Weglyn researched for information regarding the government’s decision to incarcerate Japanese Americans].

### EXTENSION

If time permits, watch the documentary *Time of Fear* from 36:05 to 47:10 (set counter to 0:00 at the opening screen). Discuss how military service was one reaction Japanese Americans had to their incarceration during WWII. Ask students whether they would have volunteered under these circumstances. Would they volunteer to serve in the military today? Why or why not? Students may also wish to further discuss the loyalty questionnaire and the issues it raised for the individuals interviewed and their families. How would they have answered questions 27 and 28?

Have students create resource cards for other individuals who have had their human rights violated. They should try to find individuals whose reactions are varied in activeness and passiveness.

The Governor Adkins PowerPoint presentation and activity sheet on the CD-ROM (also in the middle school Arkansas history lesson) is a way of showing how Governor Adkins and other Arkansans responded to the camps in Arkansas.

#### REFERENCES

Please refer to references on each resource card.

## Lesson 3: Individuals Making a Difference

### Resource Card



*BAE GN 01175 06237100 (detail)*  
*Smithsonian Institution National*  
*Anthropological Archives*

Name: Holacto-Mico (Billy Bowlegs)

Lifespan: c.1810-c.1859

Home: Florida

#### WHAT CHALLENGES DID THIS PERSON FACE?

Holacto-Mico (Billy Bowlegs) was a Seminole chief who was part of an important family that had lived in Florida for many generations. He was the grandson of Micanopy, who was Seminole chief during the Second Seminole War. From the time of his childhood, the U.S. government had been at war with the Seminoles, trying to force them to give up their lands so that settlers could move into Florida. Three separate Seminole Wars with the government occurred: the first in 1817-1818 in which U.S. troops fought under the direction of General Andrew Jackson, the second from 1835-1842, which was one of the costliest wars in U.S. history, and the third from 1855-1858.

Holacto-Mico (Billy Bowlegs) and his family nearly starved during the Second Seminole War. He was the leader of a group of 300-400 Seminoles and maroons (runaway slaves and their descendants) who moved deep into the Everglades and stayed in Florida peacefully even after most Seminoles were forced westward.

In 1855, new interest in the Southern Florida lands drove the U.S. government to begin a survey of the area. Men under Lt. George Hartsuff's command, exploring the territory held by Seminoles and their allies, destroyed banana crops and property at Bowlegs' plantation. When confronted, they refused to offer apologies or compensation. This was the event which led to the Third Seminole War. Bowlegs and his allies attacked Hartsuff's camp and then began raiding settlers and trappers. U.S. troops descended into South Florida by 1856. Bounty hunters were offered rewards for the killing or capture of Seminole men, women, and children. Bribes were offered to the Seminoles if they would surrender to the government. A band of Seminoles from Oklahoma returned to try to negotiate a truce.

Bowlegs, his wife, and a band of 164 Seminoles and their African American allies finally agreed to move westward. They were taken by steamboat to New Orleans, Fort Smith, and finally to the Seminole district in Indian Territory. Bowlegs returned to Florida in November to try to persuade other Seminoles under the leadership of Black Warrior to move to Indian

Territory. Back in the Seminole district, Bowlegs settled near the mouth of the Little River. He became ill and died shortly afterwards.

#### HOW DID HE HANDLE THESE CHALLENGES?

First, Holacto-Mico (Billy Bowlegs) and his family defied the Indian Removal Act by remaining in Florida. They moved south into the Everglades to escape the growing pressures of Anglo-American immigrants in North Florida, even though it meant abandoning their villages and corn fields. There was conflict within the Seminoles about whether to relocate to Indian Territory, because they were hungry and though moving to Indian Territory might be a way to ensure feeding their families. Some leaders agreed to the Treaty of Fort Gibson, in which Seminoles were to give up their land in Florida in exchange for a reservation in Oklahoma. Others refused to abide by the treaty they considered invalid and full of trickery. They fought General Zachary Taylor and the government troops sent to force their removal. As a result of the first two Seminole Wars, over 3000 Seminoles were forced from their homes in Florida to Indian Territory in Oklahoma. Countless others died from starvation and in fighting the U.S. government with guerrilla-style attacks, aided by African Americans, including escaped slaves.

Billy Bowlegs and his band of Seminoles fought the encroachment of white settlers even though federal troops greatly outnumbered them. Bowlegs fought to preserve Seminole lands and rejected bribes and financial settlements with the government before finally surrendering in 1858, and then convincing a remaining group of Seminoles to move to Indian Territory.

#### WHAT IMPACT DID THIS PERSON HAVE?

Billy Bowlegs is remembered as a strong leader, along with Seminole *micos* (chiefs) Micanopy, Jumper, and Osceola, who fought in the Second Seminole War. His armed resistance against U.S. expansion into Florida delayed Florida's entrance to the United States and kept it a territory for years. In addition, the cost of the Seminole Wars, both in terms of human lives lost and economic expenditures, was tremendous.

#### REFERENCES

Lancaster, Jane F. *Removal Aftershock: The Seminoles' Struggles to Survive in the West, 1836-1866*. Knoxville: University of Tennessee Press, 1994.

<http://everglades.fiu.edu/reclaim/bios/bowlegs.html> - Biography from the Reclaiming the Florida Everglades digital exhibit

[http://www.floridamemory.com/FloridaHighlights/Seminole\\_War/](http://www.floridamemory.com/FloridaHighlights/Seminole_War/) - Letter concerning the outbreak of the Third Seminole War and participation of volunteer troops, 1856

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### Resource Card



*Rafu Shimpo* (NRC.1997.57.1)

Name: Clara Estelle Breed

Lifespan: 1906 - 1994

Home: San Diego, CA

#### WHAT CHALLENGES DID THIS PERSON FACE?

Clara Estelle Breed, also known as “Miss Breed,” was the children’s librarian at the San Diego Public Library in San Diego, California from 1929 to 1945. Before World War II, Miss Breed was a mentor to many Japanese American children who visited the library. As the United States entered the war, these young children were removed from their homes and placed in concentration camps.

#### HOW DID SHE HANDLE THESE CHALLENGES?

Shocked and outraged that her young friends were forced to leave their homes, Miss Breed helped by becoming a lifeline to the outside world. She handed out stamped and addressed postcards at the railroad station on the day of their departure and encouraged them to write.

Upon receiving their postcards and letters, Miss Breed responded with books, care packages, and immeasurable emotional support. Her support was greatly appreciated, as evidenced in the letters. One young girl wrote to Miss Breed, “Three days ago I went washing with my mother...When I reached home my sister ran to me and said we got another book from Miss Breed. I was so happy because I didn’t expect to get another book from you. I ran into the house forgetting how tired and hot I was.”

Her commitment to her Japanese American friends did not end with the letters and packages she regularly sent. Recognizing the injustice that the United States had committed against the Japanese American community and seeing the need for others to speak out on their behalf, Miss Breed wrote various articles about the internment both during and after the war. Her actions, like those of the many people who reached out and helped Japanese Americans during this time, were all the more remarkable because of the widespread fear and hatred that was associated with anything Japanese.

In one article, she observed, “To the children and young people of Japanese ancestry. . . born in this country and educated in our schools, the war came like a hurricane, sweeping away

their security, their friends, their jobs, sometimes their fathers into internment camps, and finally their schools and homes and liberty. One day they were living in a democracy, as good as anyone or almost, and the next they were ‘Japs’ aware of hate and potential violence which might strike with lightning swiftness.”

#### WHAT IMPACT DID THIS PERSON HAVE?

Miss Breed was able to make life in a concentration camp a little more bearable for her friends. One of them remembers, “How much poorer our lives would have been without those books. You’re stuck in this isolated place, and you’re considered the enemy, but you’re reading *Black Beauty* or *Little House on the Prairie*, the same things that any American kid would be reading. Books weren’t an escape. Books brought the outside world to us.”

Her devotion to her friends was also evident in the fact that she kept the letters for all of her long life. The thoughts of a group of young people — informally stated and often dashed off — are now part of the history of a time remembered by fewer and fewer people.

Miss Breed is remembered by all of her correspondents, now in their 60s and 70s, as a woman who restored their faith in themselves and in others during a time when this faith was sorely tested.

#### REFERENCES

*Dear Miss Breed: All But Blind.* Japanese American National Museum. 7 Jan 2004. [http://www.janm.org/breed/art\\_t.htm](http://www.janm.org/breed/art_t.htm)

*Dear Miss Breed: Letters from Camp.* Japanese American National Museum. 7 Jan 2004. <http://www.janm.org/breed/title.htm>

*Smithsonian Education: Letters from the Japanese American Internment.* Smithsonian Center for Education and Museum Studies. 7 Jan 2004. [http://smithsonianeducation.org/educators/lesson\\_plans/japanese\\_internment/legacies.html](http://smithsonianeducation.org/educators/lesson_plans/japanese_internment/legacies.html)

## Lesson 3: Individuals Making a Difference

### Resource Card



*Brady-Handy Photograph Collection, Library of Congress, LC-BH832- 30219 (detail)*

Name: Frederick Douglass

Lifespan: 1818 -1895

Home: Maryland, Massachusetts,  
Rochester, New York; and Washington, D.C.

#### WHAT CHALLENGES DID THIS PERSON FACE?

Frederick Augustus Bailey was born in 1818 to Harriet Bailey, a slave, in Talbot County, Maryland. His father was a white man, and was rumored to be the plantation's owner, Aaron Anthony. Before the Civil War, African Americans born to mothers who were enslaved in the slave states, such as Maryland, were denied even the most basic right of freedom. Education was also very difficult and risky to obtain; slaveholders often tried to keep slaves from learning, fearing that education would lead to revolt. As a young man, Frederick asked Sophia Auld (wife of his master's relative) to teach him to read. He worked in the shipyard in Baltimore and practiced reading and writing in secret. In 1837, he joined the East Baltimore Mental Improvement Society, a debating club of free black men. After borrowing papers from a free black sailor, Frederick escaped to New York. Later that year, he married Anna Murray and moved to Massachusetts, where he took on the last name "Douglass".

After the Civil War and the passage of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments in 1865, 1868, and 1870, slavery was outlawed and African Americans gained citizenship and voting rights. However, African Americans routinely faced discrimination in the form of Jim Crow laws and Black Codes, poll taxes, and literacy tests.

#### HOW DID HE HANDLE THESE CHALLENGES?

Frederick Douglass did not let his status as a slave deter him. After learning to read and write, he organized classes to teach other slaves to read. His first attempt to escape slavery was discovered, and he was jailed, but he tried a second time and was successful. Douglass used his persuasive and powerful speaking and writing skills to become a leading advocate of the abolition of slavery. He was a speaker for the Massachusetts Anti-Slavery Society and told others about his experiences as a slave. Despite being beaten by a mob in 1843, he continued to lecture and write. His autobiography, *Narrative of the Life of Frederick Douglass*, was published in 1845, and contained details that could have led to his arrest as a fugitive slave. William Lloyd Garrison helped raise money to buy his manumission, or freedom, from his owner, Hugh Auld, for slightly over \$700.



In 1847 he moved to Rochester, New York, where he published an anti-slavery newspaper entitled *The North Star*. About publishing a newspaper, he stated,

“That one under such circumstances should aspire to establish a printing press, surrounded by an educated people, might well be considered unpractical if not ambitious...A wood-sawyer offering himself to the public as an editor! A slave, brought up in the depths of ignorance, assuming to instruct the highly civilized people of the north in the principles of liberty, justice, and humanity! The thing looked absurd. Nevertheless I persevered. I felt that the want of education, great as it was, could be overcome by study, and that wisdom would come by experience.”

He endorsed non-violent methods for obtaining freedom for slaves and declined to participate in John Brown’s raid on Harper’s Ferry. When civil war broke out in the United States, Douglass served as a recruiter for the 54th Massachusetts Infantry, the first regiment of African American soldiers. His sons Lewis and Charles served in the regiment.

Douglass focused on obtaining voting rights for African Americans. In addition, he participated in the Seneca Falls Convention in 1848, where he endorsed women’s suffrage. Among the other causes Frederick Douglass championed in speeches and in his writings were temperance and better working conditions for industrial workers. After the Civil War, he continued publishing, lecturing, and writing.

In 1884, he remarried following the death of his first wife in 1882. His second wife, Helen Pitts, was a white woman. This interracial marriage caused controversy in Douglass’s family, amongst his friends, and with the public. Douglass served under presidents Hayes, Garfield, and Harrison, with his last government appointment as the U.S. minister to Haiti.

#### WHAT IMPACT DID THIS PERSON HAVE?

Frederick Douglass’s countless publications, including three autobiographies, were instrumental in informing public opinion in the United States and Europe about slavery and reconstruction. George Ruffin, in an introduction to Douglass’s third autobiography, wrote about Frederick Douglass, “He has by his own energy and force of character commanded the respect of the Nation...a writer of power and elegance of expression; a thinker whose views are potent in controlling and shaping public opinion; a high officer in the National Government; a cultivated gentleman whose virtues as a husband, father, and citizen, are the highest honor a man can have.”

Upon his death in 1895, the *American Missionary* exclaimed, “no man, perhaps, in this country has broken through so heavy a crust of ignorance, poverty and race prejudice as was done by this boy born on a slave plantation...achieving for himself a rank among the foremost men of the nation in intelligence, eloquence, and of personal influence in the great anti-slavery struggle of this country.”

#### REFERENCES

“Death of Frederick Douglass,” *The American Missionary* volume 49:4 (April 1895), pp. 121-122.

<http://memory.loc.gov/ammem/doughtml/doughome.html> - Frederick Douglass papers at the Library of Congress

<http://docsouth.unc.edu/douglasslife/douglass.html> - Full text of Douglass’s third autobiography, *The Life and Times of Frederick Douglass* (1881).

## Lesson 3: Individuals Making a Difference

### Resource Card



*(Photo by and courtesy of Will Counts and the Arkansas Democrat-Gazette )*

Name: Elizabeth Eckford

Lifespan: 1942 -

Home: Little Rock, Arkansas

#### WHAT CHALLENGES DID THIS PERSON FACE?

On May 17, 1954, the Supreme Court ruled that racial segregation in public schools was unconstitutional. The Little Rock School District adopted a plan to gradually integrate its schools, beginning at the high school level in 1957. Political opposition to integrations was strong, and Governor Orval Faubus ordered the Arkansas National Guard to prohibit nine African American students, including Elizabeth Eckford, from entering Central High School. Eckford, who had been separated from the other eight students, remembered, “I tried to see a friendly face somewhere in the mob – someone who maybe would help. I looked into the face of an old woman and it seemed a kind face, but when I looked at her again, she spat on me.” After President Eisenhower nationalized the Arkansas National Guard and sent 1200 members of the 101<sup>st</sup> Airborne Division to enforce the integration of Central High, the students began attending school on September 25, 1957. Even though a majority of the students were not openly hostile, Eckford and the eight other students faced racial insults, vandalism, and even violence during the school year.

#### HOW DID SHE HANDLE THESE CHALLENGES?

Elizabeth Eckford completed the school year at Central High School, despite the threats and taunts she faced. When the school district closed its schools rather than integrate during the 1958-59 school year, Eckford continued her high school studies by correspondence. She attended college in St. Louis, earning a B.A. in history. Ms. Eckford worked as a social studies teacher, bank clerk, and military journalist, and now lives in Little Rock, Arkansas, where she speaks to school and community groups about her experiences.

#### WHAT IMPACT DID THIS PERSON HAVE?

Elizabeth Eckford’s courage in the when faced by a screaming mob is one of the most memorable scenes of the Civil Rights Movement. The perseverance of the “Little Rock Nine” with the nation and world watching them allowed for the eventual peaceful integration of schools in Little Rock, Arkansas, and the South.

REFERENCES

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*From Canterbury to Little Rock: The Struggle for Educational Equality for African Americans*. National Park Service. 9 Jan 2004. <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/crandall/crandall.htm>

Bates, Daisy. *The Long Shadow of Little Rock*. New York: McKay, 1966.