Rights and Responsibilities Curriculum Teacher Overview

This unit, Rights and Responsibilities, was written for civics and U.S. history teachers. Teaching the unit in its entirety would require 10 classes, or 5 class periods on the block schedule, although lessons or activities could be used separately as well. The unit is based around an essential question, which students should be able to answer by the end of the lessons. This type of curriculum writing, advocated by educators such as Heidi Hayes Jacobs and Grant Wiggins, encourages students to think critically and ties units together so that all activities are linked to a common goal. Civics teachers may wish to teach the unit at the beginning or end of the school year as an introduction to or review of our rights and responsibilities as humans and as citizens of the United States. U.S. history teachers may wish to teach the unit and its activities throughout the year as they cover some of the events highlighted, such as Indian Removal, Jim Crow laws, Japanese American incarceration during WWII, the Civil Rights Movement, and post-9/11 treatment of Muslims, Arabs, and Arab Americans. Teachers may wish to draw additional information and/or activities from the middle school units written for geography and Arkansas history, which cover in further depth the experiences of Japanese Americans in Arkansas.

Materials provided for use with this unit include the following:

- Unit plan for two weeks with reproducible student activity sheets
- CD-ROM with primary source documents related to the Japanese American experience during WWII
- 56-minute documentary *Time of Fear* about the Japanese American experience in WWII Arkansas

The CD-ROM included with this curriculum book contains primary source documents, including photographs, maps, oral histories, art, and other documents. Much of the material is not necessary to complete the lesson plans; however, students may use it for research projects and teachers may use it to create and supplement lessons. A complete list of documents is listed on the spreadsheet entitled “Document References, Credits and Descriptions” on the CD-ROM. Adobe Acrobat Reader is required to read the most of the documents. This software can be downloaded free of charge from www.adobe.com

Rights and Responsibilities Curriculum
Unit Map

ESSENTIAL QUESTION

What responsibilities do individuals have to uphold human rights?

GUIDING QUESTIONS

1. What rights are we guaranteed? (Lesson 1)
2. How have rights been denied to individuals or groups throughout U.S. history? What conditions have led to these rights violations? (Lesson 2)
3. How have individuals in U.S. history responded to rights violations? (Lesson 3)
4. What can we do to remedy rights violations in the United States and the world? What are our responsibilities to uphold human rights? (Lesson 4)

Lesson 1: Human Rights
Lesson 2: Promises Denied
Lesson 3: Individuals Making a Difference
Lesson 4: Our Responsibilities
Lesson 5: Assessment & Discussion

Lesson 1: Human Rights

OVERVIEW

This lesson reviews students' knowledge of basic human rights and the rights of Americans through a study of important primary source documents. This lesson is designed for one 90-minute or two 45-minute class periods.

OBJECTIVES

- Students will be able to list basic rights guaranteed to all individuals.
- Students will be able to locate the derivation of these rights in the Declaration of Independence, Constitution, and Universal Declaration of Human Rights.
- Students will compare rights guaranteed to citizens, legal aliens, illegal aliens, and students in the United States.

GUIDING QUESTION

What rights are we guaranteed?

CURRICULUM FRAMEWORKS

TCC 1.3,2.1,2.3,2.4
PPE 1.2, 2.1, 1.3
PAG 1.4, 1.5.

MATERIALS

Textbooks with Declaration of Independence and Constitution
Copies of excerpts from the Universal Declaration of Human Rights (full text available at http://www.hrweb.org/legal/udhr.html and on CD-ROM)
Copy of school handbook with student rules
Copies of student activity sheet
Chart paper or butcher paper

BACKGROUND

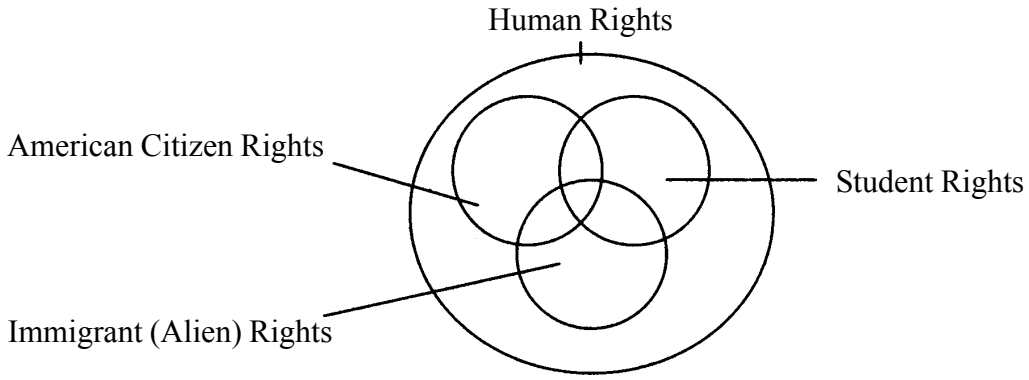
Many documents have shaped our ideas about basic political and human rights. The Magna Carta and English Bill of Rights, the Declaration of Independence, and the Constitution its amendments provide a framework within which our rights as American citizens can be found. Rights have been redefined over time and our founding documents have been interpreted differently over time by the court system. Rights vary – citizens, legal aliens, illegal aliens, and minors all have different rights. The Universal Declaration of Human Rights, adopted by the General Assembly of the United Nations in 1948, outlines rights that all humans should be guaranteed, regardless of the country in which they live.

OPENING

Pose the following question to students: "What are our rights?" Have the class brainstorm a list of rights that humans are guaranteed and write these on the board or overhead projector. Then, ask students to brainstorm the sources of these rights.

Explain that the unit will be centered around the essential question, "What responsibilities do individuals have to uphold human rights?" To effectively answer this question, we will begin by reviewing the rights that all humans are guaranteed. Then we will look at how rights have been denied to individuals and groups throughout U.S. history and how individuals have responded to these rights violations. Finally, at the end of the unit we will determine what responsibilities we have in maintaining rights for all humans.

Draw the following Venn diagram on the board or overhead projector:



Have students place the rights they listed at the start of class into the Venn diagram, discussing whether the rights are those of humans, American citizens, immigrants (which may need to be divided into legal and illegal aliens), or students at your school, or a combination of these categories, and why.

ACTIVITIES

(Day 1 for 45-minute class periods)

1. Have students choose one of the documents listed on the student activity sheet. After reading over the document, they should answer the questions either individually or in pairs.

2. After reading the documents and completing the activity sheet, discuss each document as a class, asking for student responses to the rights listed in each document. Add to the list that students brainstormed at the beginning of class.

(Day 2 for 45-minute class periods)

3. Ask students what they would include in a Bill of Rights if they were the author(s). Put students in small groups of two to four each. Ask them to write a 'TEENAGE BILL OF RIGHTS'. (Possible issues to consider might be work age - 14 instead of 16, curfew laws, choice in selection of which parent to live with in divorce or separation cases, etc.)

4. Bring the groups back together and have students vote on which rights would be included, keeping the number to ten or less. Require a 2/3 majority for approval.

Have students compare their "bill of rights" to the original document.

CLOSING

Read the following definition (from the *American Heritage Dictionary*) aloud to the class: "Human rights are 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 among the law**." Explain that the documents students have examined and created during this lesson have all been attempts to define these rights for either all humans, or a more specific group such as citizens of the United States or citizens of your school.

Ask students to define the three phrases mentioned in the definition on their own paper. Then, discuss with the class and agree upon a class definition of the three phrases. Write each of the phrases on a separate piece of butcher or chart paper, or on the chalkboard along with the student definitions. Tell students that they will be coming back to these definitions throughout the unit.

EXTENSIONS

For homework, students could create a jingle (to the melody of a familiar tune), a drawing, or a poem to represent each of the three phrases (life and liberty, freedom of thought and expression, and equality among the law) discussed in the closing of lesson

Students could participate in a takeoff on the TV game show, "Whose Line Is It Anyway?" Give famous quotes from documents such as the Declaration of Independence, Constitution, Bill of Rights, Magna Carta, Mayflower Compact, Arkansas state constitution, school handbook, and Universal Declaration of Human Rights. See if students can identify the document from which the quotation was taken. The teacher can either assemble quotations, or have students come up with their own quizzes in groups and trade with each other.

Invite a local lawyer or law enforcement agent to come discuss current issues related to rights violations and/or student rights with your class.

REFERENCES

http://www.un.org/overview/rights.html (overview of the Universal Declaration of Human Rights)

http://www.hrusa.org (Human Rights Resource Center)

http://www.crf.org (Constitutional Rights Foundation)

The following documents about the Japanese American experience in WWII Arkansas (found on the CD-ROM) contain discussion about rights:

Excerpts from Diary of an Evacuee
Helen Johnson Interview (Regenerations Oral History Project)

LESSON 1: HUMAN RIGHTS
STUDENT ACTIVITY SHEET

1. Which document are you reading? (Check one)

_____Declaration of Independence _____Bill of Rights _____Constitution

_____Declaration of Human Rights _____Other (i.e. student handbook)

2. In what year was this document written?

3. Who wrote this document? What information do you know about the author(s)?

4. Why was this document written?

5. List at least five rights that are mentioned or implied in this document.

6. Who holds these rights? (Think in terms of citizens, legal aliens, illegal aliens, minors, all people, etc.) Would the answer to this question have been different in different periods throughout history?

UNIVERSAL DECLARATION OF HUMAN RIGHTS (SUMMARY VERSION)
ADOPTED 10 DECEMBER 1948

In 1948 the United Nations General Assembly proclaimed this Universal Declaration of Human Rights as a common standard for all people and all nations, to the end that every organ of society, keeping this declaration in mind, shall strive to promote respect for all these rights and freedoms:

1) Right to equality
2) Freedom from discrimination
3) Right to life, liberty, personal security
4) Freedom from slavery
5) Freedom from torture and degrading treatment
6) Right to recognition as a person before the law
7) Right to equality before the law
8) Right to remedy by competent tribunal
9) Freedom from arbitrary arrest, exile
10) Right to a fair public hearing
11) Right to be considered innocent until proven guilty
12) Freedom from interference with privacy, family, home, and correspondence
13) Right to free movement in and out of any country
14) Right to asylum in other countries from persecution
15) Right to a nationality and freedom to change it
16) Right to marriage and family
17) Right to own property
18) Freedom of belief and religion
19) Freedom of opinion and information
20) Right of peaceful assembly and association
21) Right to participate in government and free elections
22) Right to social security
23) Right to desirable work and to join trade unions
24) Right to rest and leisure
25) Right to adequate living standards
26) Right to education
27) Right to participate in cultural life and community
28) Right to social order assuring human rights
29) Community duties essential to free and full development
30) Freedom from state and personal interference in the above rights

Lesson 2: Promises Denied

OVERVIEW

When the Constitution was written in 1787, many Americans were not ready to live up to the idea from the Declaration of Independence, "that all men are created equal…" An important part of the story of United States history is the struggle that all Americans have had to live up to the idea "that all men are created equal." Native Americans, African Americans, immigrants from around the world, and women have fought to be considered "equals" in fact, as well as by law. Despite the struggles and successes of the past, groups of Americans continue to struggle to be recognized as equals.

This lesson is designed for one 90-minute period or two 45-minute periods.

OBJECTIVES

• Students will compare content of United States legislation and other primary source documents, such as photographs and drawings, to the rights guaranteed by the Constitution.

• Students will think critically about pieces of legislation enacted throughout United States history that have denied or limited Constitutional rights.

GUIDING QUESTIONS

How have rights been denied to groups (citizens, legal aliens, and illegal aliens) throughout U.S. History?

What conditions have led to these rights violations?

STANDARDS/FRAMEWORKS

TCC 1.1, 2.4
PAG 1.2, 1.3, 1.4
SSPS 1.1, 1.3

MATERIALS

Textbooks containing the Constitution and amendments

Copies of documents found on the CD-ROM as well as on the following websites (one copy for each student group) - **note that excerpted, shorter versions of these documents are reproduced following this lesson plan**. Each student should have one document set to read.

Document Set 1: Indian Removal Act of 1830, Andrew Jackson speech on Indian Removal, and Baillie print on the Second Seminole War
http://www.civics-online.org/library/formatted/texts/indian_act.html
http://www.pbs.org/weta/thewest/resources/archives/two/removal.html

Document Set 2: Chinese Exclusion Act of 1882 & *Harper's Weekly* cartoon
http://www.ourdocuments.gov/doc.php?flash=true&doc=47&page=transcript

Document Set 3: Jim Crow Laws from Ohio and Arkansas, *Harper's Weekly* cartoon, and Russell Lee photograph
http://memory.loc.gov/cgi-bin/query/r?ammem/murray:@field(DOCID+@lit(lcrbmrpt0d06div26))
Document Set 4: Alien Labor Act and photograph
Executive Order 9066 (1 copy per student or copy on overhead transparency)
http://www.ourdocuments.gov/doc.php?doc=74&page=transcript
Franklin Delano Roosevelt's "Day of Infamy" Speech (1 copy per student or copy on overhead transparency)
http://www.ukans.edu/carrie/docs/texts/fdr81241.htm

Textbooks with information on the Japanese attack on Pearl Harbor and the reaction of Americans and the United States government and/or documentary film *Time of Fear*

Student Activity Sheets (1 per student):
Constitutional Rights and United States Legislation
Constitutional Rights and Executive Order 9066

BACKGROUND

The first part of this lesson is based around state and national legislation that has denied the promises of the Constitution to various groups in U.S. history. The four document sets focus on different groups: Native Americans, Chinese immigrants, African Americans, and Hispanic immigrants and Hispanic Americans. The second part of the lesson compares these pieces of legislation and the discrimination faced by these groups to Executive Order 9066 and the treatment of Japanese Americans during World War II.

The Indian Removal Act, passed in 1830 during Andrew Jackson's presidency. It authorized the president to transfer remaining Eastern Indian tribes to the western territories promised (falsely) "in perpetuity". Some tribes, such as the Seminole, fought government troops which were brought in to force their removal. Others, such as the Cherokee, fought the action in the court system. The actual relocation culminated in the 1838 "Trail of Tears" forced march, one of the most shameful occurrences in the history of federal domestic policy.

Opposition to Chinese immigrants and their children grew in the second half of the nineteenth century. Chinese workers had immigrated to the United States to find better paying jobs, and many worked on the transcontinental railroad and in industrial jobs, where they were often paid two-thirds the salary of their white counterparts. The U.S. Congress passed the Chinese Exclusion Act in 1882. It excluded any additional Chinese laborers from entering the United States for ten years, but did allow some students, merchants, and government officials into the country under strict guidelines. Chinese immigrants were not allowed to naturalize and apply for citizenship. The provisions of the Chinese Exclusion Act were renewed again in 1892 (Geary Act), and it remained the law of the land until World War II.

Many states in the northern and southern United States enacted Jim Crow laws in the late 19th century. These pieces of legislation were actions that deprived African Americans of their constitutional civil rights by defining them as a separate and inferior class of people. More background on these laws is presented at a helpful website, http://www.jimcrowhistory.org. African Americans were also routinely discriminated against by a failure to uphold the promises of the Constitution in Supreme Court cases like *Plessy v. Ferguson*, which set the precedent that "separate but equal" facilities were acceptable.

Mexican immigrants, Mexican Americans, and other Americans and immigrants of Hispanic descent have also been discriminated against, in both legislation and judicial interpretation of the Constitution, throughout U.S. history. After the conclusion of the Mexican American War in 1848, the Treaty of Guadalupe Hidalgo gave citizens of the territory lost to the United States (in present day Texas, Arizona, New Mexico, Utah, Colorado, and California) a choice of whether to move south to Mexico or to become citizens of the United States. Those who could show clear title to their land could keep it, but many were forced off their property during the period of westward expansion in the late 19th century. The California Anti-Vagrancy Act of 1855 is an example of racist attitudes towards Mexican Americans and Mexican immigrants in the period following U.S. conquest of California. Lynchings of Mexicans and Mexican Americans were very common in the southwest during the period from 1880-1920. The California Alien Labor Law of 1931 is an example of legislation that prohibited immigrants (in this case, the target was specifically Mexican immigrants who moved north in large numbers during the Mexican Revolution of 1910-1920) from working in government-funded jobs, even those completed by private companies. Repatriation drives to force Mexican immigrants and Mexican Americans to return to Mexico during the Great Depression were also common in the Southwest.

TIMELINE: CIVIL RIGHTS IN THE UNITED STATES

Year:	Event:	Group Helped or Harmed:
1795	Alien and Sedition Acts	Anti-Federalists
1830	Indian Removal Act of 1830	American Indians
1870-1900s	Jim Crow Laws	African Americans
1882	Chinese Exclusion Act	Chinese Americans
1886	Dawes Act	American Indians
1870	14th and 15th Amendments	African Americans
1920	19th Amendment	Women
1921	Immigration Quota Act	Immigrants
1924	Quota Act of 1924	Immigrants
1942	Executive Order 9066	Japanese Americans
1952	Walter-McCarran Act	Asian Americans
1954	Army-McCarthy Hearings	Communists, socialists
1964	Civil Rights Act of 1964	African Americans

OPENING

Ask students to brainstorm times in U.S. history in which groups of citizens and non-citizens have been denied their constitutional rights (reviewed in lesson 1 of this unit). Prompt them, if necessary, by listing some of the groups on the timeline of civil rights from the teacher background information. Bring the discussion into the present by brainstorming with students about the reactions of Americans to the terrorist attacks in New York, Washington, D.C., and Pennsylvania on September 11, 2001. How did students react? How did their families react? Were any Americans denied their constitutional rights as a result of the September 11 attacks? Then, continue to ask them about the reactions of the larger American public as well as that of the U.S. government.

ACTIVITIES

(Day 1 for 45-minute class periods)

1. Divide students into groups and explain that each group will be responsible for analyzing one of four document sets: Indian Removal Act of 1830, Chinese Exclusion Act of 1882, Jim Crow Laws, and the Alien Labor Act. Distribute copies of the document sets to each group. (Alternately, this activity could be completed individually by students and discussed as a large class).

2. Students should read the primary source documents and discuss the questions at the end of each set. Note: the legislation, even in excerpted form, is challenging reading. Teachers may help students by reading (or having students read) a section aloud, then having students paraphrase it.

3. Have groups complete the student activity sheet entitled, "Constitutional Rights and United States Legislation" to determine which specific rights, guaranteed by the Constitution and amendments, were denied or limited by one of these laws. Have student groups report back to class their findings about the constitutional rights that were denied or limited by these laws. Discuss the questions at the bottom of the activity sheet as a class.

4. Ask students to consider the widely varying time span over which rights have been denied to groups and speculate as to what conditions led to the denial of rights by state or national governments

(Day 2 for 45-minute class periods)

1. Have students use their textbooks to look up information about the attack on Pearl Harbor or view the documentary film, *Time of Fear* from 5:30 to 17:05 (set counter to 0:00 at the opening screen). Write the question, "How did the United States government and population react to the attack on Pearl Harbor?" on the chalkboard or overhead projector. After students collect information, have them write responses on their paper or on the board.

2. Distribute copies of Executive Order 9066 or copy the order on to an overhead transparency. Read the document together with students. As you read, have students underline or highlight statements in the document that they think might be violations of the rights

guaranteed in the Constitution, its amendments, and the Declaration of Independence. After reading through Executive Order 9066, have students search through the documents to find evidence that these rights denied by Executive Order 9066 are, indeed, guaranteed by our founding documents.

3. Have students, in groups, pairs, or individually, or as an entire class, complete the Student Activity Sheet entitled "Constitutional Rights and Executive Order 9066" to determine which specific rights, guaranteed by the Constitution, the Bill of Rights, or additional amendments, were denied or limited by E.O. 9066. Discuss answers as a class, and then discuss the questions at the bottom of the student activity sheet and the constitutional issues brought out by student analysis. Add any needed information not brought out in student discussion groups.

4. If time permits, read the "Day of Infamy" speech (excerpts reproduced following this lesson; entire speech available on CD-ROM) and discuss the tone and feeling of the speech. Ask students how it relates to Executive Order 9066. Compare this with President Bush's remarks on September 20, 2001, following the 9/11 attacks.

> "I ask you to uphold the values of America, and remember why so many have come here. We are in a fight for our principles, and our first responsibility is to live by them. No one should be singled out for unfair treatment or unkind words because of their ethnic background or religious faith." (full text of the speech is available at http://www.whitehouse.gov/news/releases/2001/09/20010920-8.html)

Ask students why they think Franklin Roosevelt said, "The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation." Why did he not want open debate or discussion about his response in Executive Order 9066? Teachers may want to explain to students that the Federal Commission on Wartime Relocation and Internment of Civilians (CWRIC) concluded in 1983 that the reasons for the WWII incarceration of Japanese Americans were race prejudice, war hysteria, and a failure of political leadership. Compare these reasons to the conditions that led to denial of rights in the legislation studied in the first part of this lesson.

CONCLUSION

Conclude the lesson by returning to the opening question about the effects of September 11, 2001 on the United States. Compare and contrast with the effects of WWII on the United States, particularly with respect to civil liberties.

EXTENSIONS AND/OR HOMEWORK

Students can complete a writing assignment for homework on the lesson's guiding questions, "How have rights been denied to individuals or groups throughout U.S. History?" and "What conditions led to these rights violations?" Alternately, students can discuss these questions and come to a consensus about these issues.

LESSON 2: PROMISES DENIED
DOCUMENT SET 1: THE INDIAN REMOVAL ACT OF 1830 (EXCERPTS)

CHAP. CXLVIII.—An Act to provide for an exchange of lands with the Indians residing in any of the states or territories, and for their removal west of the river Mississippi.

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That it shall…be lawful for the President of the United States to cause…any territory belonging to the United States, west of the river Mississippi, not included in any state or organized territory…to be divided into a suitable number of districts, for the…nations of Indians as may choose to exchange the lands where they now reside, and remove there…

SEC. 2. And be it further enacted, That it shall…be lawful for the President to exchange any or all of such districts…with any tribe or nation within the limits of any of the states or territories, and with which the United States have existing treaties…

SEC. 3. And be it further enacted, That in the making of any such exchange or exchanges, it shall and may be lawful for the President solemnly to assure the tribe or nation with which the exchange is made, that the United States will forever secure and guaranty to them, and their heirs or successors… Provided always, That such lands shall revert to the United States, if the Indians become extinct, or abandon the same…

SEC. 5. And be it further enacted, That upon the making of any such exchange as is contemplated by this act, it shall and may be lawful for the President to cause such aid and assistance to be furnished to the emigrants as may be necessary and proper to enable them to remove to, and settle in, the country for which they may have exchanged; and also, to give them such aid and assistance…for the first year after their removal.

SEC. 6. And be it further enacted, That it shall and may be lawful for the President to cause such tribe or nation to be protected, at their new residence, against all interruption or disturbance from any other tribe or nation of Indians, or from any other person or persons whatever.

SEC. 7. And be it further enacted, That it shall and may be lawful for the President to have the same superintendence and care over any tribe or nation in the country to which they may remove…that he is now authorized to have over them at their present places of residence.

Full text of document available at http://www.civics-online.org/library/formatted/texts/indian_act.html

LESSON 2: PROMISES DENIED
DOCUMENT SET 1: ANDREW JACKSON'S SPEECH TO CONGRESS (EXCERPTS)
DECEMBER 7, 1835

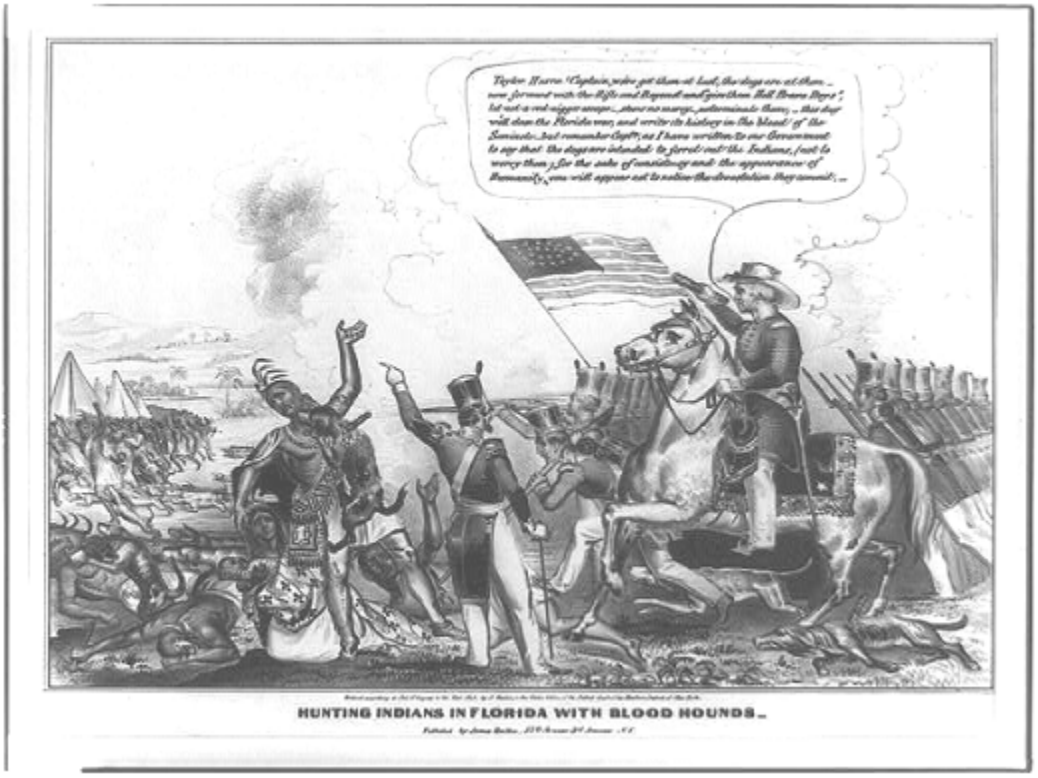
The plan of removing the aboriginal people who yet remain within the settled parts of the United States to the country west of the Mississippi River approaches its consummation. It was adopted on the most mature consideration of the conditions of this race, and ought to be persisted in till the object is accomplished, and prosecuted with as much vigor as a just regard to their circumstances will permit…All preceding experiments for the improvement of the Indians have failed. It seems now to be an established fact that they cannot live in contact with a civilized community and prosper…

The plan for their removal and reestablishment is founded upon the knowledge we have gained of their character and habits, and has been dictated by a spirit of liberality….

The necessary measures for their political advancement and for their separation from our citizens have not been neglected. The pledge of the United States has been given by Congress that the country destined for the residence of this people shall be forever "secured and guaranteed to them." A country west of Missouri and Arkansas has been assigned to them, into which the white settlements are not pushed…A barrier has thus been raised for their protection against encroachment of our citizens, and guarding the Indians as far as possible from evils which have brought them to their present condition…

(A more lengthy text of this speech is available online at http://www.pbs.org/weta/thewest/resources/archives/two/removal.html)

LESSON 2: PROMISES DENIED
DOCUMENT SET 1: INDIAN REMOVAL



Hunting Indians in Florida with blood hounds, 1848, published by James Baillie
Library of Congress Prints and Photographs Division, LC-USZ62-89725

Above: A tableau dramatizing the brutal tactics employed by Zachary Taylor as commander of U.S. forces against the Seminole Indians during the Second Seminole War (1835-42). Most Seminoles refused to give up their lands and move west as required by the Indian Removal Act, and the U.S. government under President Andrew Jackson responded by sending the military to force the Seminoles to surrender.

Questions to think about:

1. Why did Congress pass a law to forcibly remove Native Americans who were living east of the Mississippi River?

2. How do you think Congress justified this action?

3. Why did President Jackson support the removal of Native Americans from their lands?

4. How does the drawing differ from the legislation and Andrew Jackson's speech?

You may want to look in your textbook, other books, or on the Internet to find a map showing the lands that were taken away from Native Americans with the Indian Removal Act.

LESSON 2 : PROMISES DENIED
DOCUMENT SET 2: CHINESE EXCLUSION ACT, 1882 (EXCERPTS)

An Act to execute certain treaty stipulations relating to Chinese.
Whereas in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore, *Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That…until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be…suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or having so come after the expiration of said ninety days to remain within the United States.

SEC. 2. That the master of any vessel who shall knowingly bring within the United States on such vessel, and land or permit to be landed, any Chinese laborer, from any foreign port or place, shall be deemed guilty of a misdemeanor, and on conviction thereof shall be punished by a fine of not more than five hundred dollars for each and every such Chinese laborer so brought, and maybe also imprisoned for a term not exceeding one year….

SEC. 6. That in order to the faithful execution of articles one and two of the treaty in this act before mentioned, every Chinese person other than a laborer who may be entitled…to come within the United States…shall be identified as so entitled by the Chinese Government in each case…stating such right to come, and which certificate shall state the name, title or official rank, if any, the age, height, and all physical peculiarities, former and present occupation or profession, and place of residence in China of the person to whom the certificate is issued…

SEC.7. That any person who shall knowingly and falsely alter or substitute any name for the name written in such certificate or forge any such certificate, or knowingly utter any forged or fraudulent certificate, or falsely personate any person named in any such certificate, shall be deemed guilty of a misdemeanor; and upon conviction thereof shall be fined in a sum not exceeding one thousand dollars, and imprisoned in a penitentiary for a term of not more than five years….

SEC. 12. That no Chinese person shall be permitted to enter the United States by land without producing to the proper officer of customs the certificate in this act required of Chinese persons seeking to land from a vessel. And any Chinese person found unlawfully within the United States shall be caused to be removed therefrom to the country from whence he came…

SEC.13. That this act shall not apply to diplomatic and other officers of the Chinese Government traveling upon the business of that government, whose credentials shall be taken as equivalent to the certificate in this act mentioned, and shall exempt them and their body and house- hold servants from the provisions of this act as to other Chinese persons.

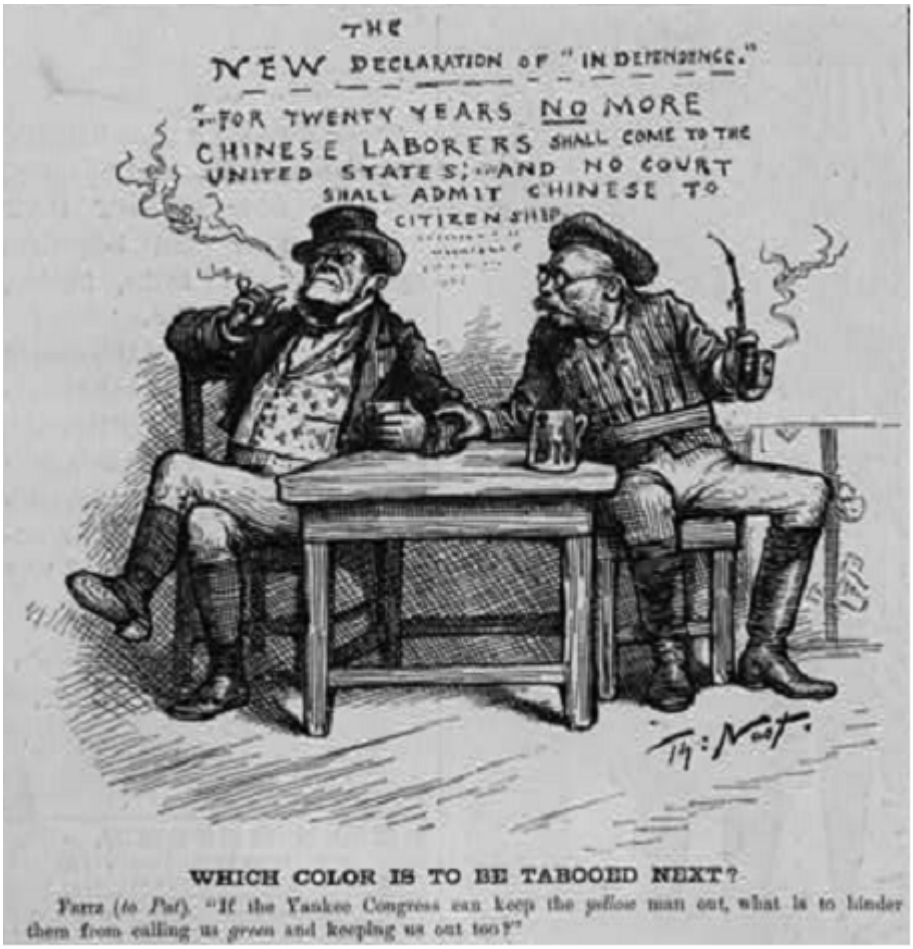
SEC. 14. That hereafter no State court or court of the United States shall admit Chinese to citizenship; and all laws in conflict with this act are hereby repealed.

SEC.15. That the words “Chinese laborers”, wherever used in this act shall be construed to mean both skilled and unskilled laborers and Chinese employed in mining.

Approved, May 6, 1882.

Full text of the Chinese Exclusion Act available at http://www.ourdocuments.gov/doc.php?doc=47&page=transcript

LESSON 2: PROMISES DENIED
DOCUMENT SET 2: *HARPER'S WEEKLY* CARTOON, MARCH 25, 1882



Artist: Thomas Nast Library of Congress LC-USZ61-2195 - b&w film copy neg. Cartoon concerning Irish and Chinese immigration to the United States, showing "Fritz" and "Pat" seated at table talking.
Caption reads: Which color is to be tabooed next? Fritz (to Pat) ÒIf the Yankee Congress can keep the yellow man out, what is to hinder them from calling us green and keeping us out too?"

Questions to think about:

1. Why did Congress pass a law preventing Chinese immigrants from coming into the United States?

2. How do you think Congress justified this action?

3. Do you think cartoonist Thomas Nast supported this action? Why or why not?

LESSON 2: PROMISES DENIED
DOCUMENT SET 3: JIM CROW LAWS

Ohio
Section 6987: A person of pure white blood, who intermarries, or has illicit carnal intercourse, with any negro, or person having a distinct and visible admixture of African blood, And any negro, or person having a distinct and visible admixture of African blood, who intermarries, or has illicit carnal intercourse, with any person of pure white blood, shall be fined not more than one hundred dollars, or imprisoned not more than three months, or both.
Section 6988: A probate judge who knowingly issues a license for the solemnization of any marriage made penal by the last section, and every person who knowingly solemnizes any such marriage, shall be fined not more than one hundred dollars, or imprisoned not more than three months, or both.
January 31, 1861

Section 4008: When, in the judgment of the board, it will be for the advantage of the district to do so, it may organize separate schools for colored children, and boards of two or more adjoining districts may unite in a separate school for colored children, each board to bear its proportionate share of the expense of such school, according to the number of colored children from each district in the school, which shall be under the control of the board of education of the district in which the school house is situated.
May 11, 1878

The text of these laws is part of the American Memory project, found online at http://memory.loc.gov/cgi-bin/query/r?ammem/murray:@field(DOCID+@lit(lcrbmrpt0d06div32

Arkansas Act 104 (Streetcar Segregation Act, 1903)
Be it enacted by the General Assembly of the State of Arkansas:
Section 1. That all persons, companies, or corporations operating any street car line in any city of the first class, in the State of Arkansas, be and they are hereby required to operate separate cars or to separate the white and colored passengers in the cars operated for both…

Section 2. That no said persons, companies, or corporations so operating street cars shall make any difference or discrimination in the quality or convenience of the accommodations provided for the two races under the provisions of this Act….

Section 4. That all passengers on any street car line shall be required to take the seat assigned to them, and any person refusing to do so shall leave the car, or remaining upon the car, shall be guilty of a misdemeanor, and upon conviction shall be fined in any sum not to exceed $25…
Section 6. That nothing in this Act shall be construed to prevent the running of extra or special cars for the exclusive accommodation of either white or colored passengers, if the regular cars are operated as required by this Act.

LESSON 2: PROMISES DENIED
DOCUMENT SET 3: JIM CROW LAWS

Harper's Weekly Cartoon, 1889

NEGRO EXPULSION FROM RAILWAY CAR, PHILADELPHIA.

LESSON 2: PROMISES DENIED
DOCUMENT SET 3: JIM CROW LAWS

Library of Congress: LC-USF3301-012327-M5
Farm Security Administration - Office of War Information Photograph Collection
Photograph by Russell Lee. Oklahoma City, July 1939

Questions to think about:

1. Why do you think laws such as the Jim Crow laws from Ohio and Arkansas were passed?

2. How do you think state legislatures justified these actions?

3. Do you think the cartoonist supported laws which required African Americans to ride in separate railway cars? Why or why not?

4. From the photograph, what can you tell about how long laws and racist attitudes were in place?

LESSON 2: PROMISES DENIED
DOCUMENT SET 4: MEXICAN AND MEXICAN AMERICAN LABOR

California Anti-Vagrancy Act of 1855

An Act to punish Vagrants, Vagabonds, and Dangerous and Suspicious Persons
[Approved April 30, 1855]

The People of the State of California, represented in Senate and Assembly, do enact as follows:

Section 1: All persons…who have no visible means of living, who in ten days do not seek employment, nor labor when employment is offered to them…all persons who roam about from place to place without any lawful business…all common prostitutes and common drunkards may be committed to jail and sentenced to hard labor for such time as the Court, before whom they are convicted shall think proper, not exceeding ninety days.

Section 2: All persons who are commonly known as "Greasers" or the issue of Spanish and Indian blood, who may come within the provisions of the first section of this Act, and who go armed and are not known to be peaceable and quiet persons, and who can give no good account of themselves, may be disarmed by any lawful officer, and punished otherwise as provided in the foregoing section…

Section 5: When the Board of Supervisors of the county shall be of opinion that any person, who may have been committed under the provisions of this Act, has so conducted himself or herself, whilst so confined or employed, that he or she should be no longer held, said Board of Supervisors may discharge such person from confinement, upon his paying what may remain due of the costs of prosecution and commitment, including his support whilst so confined…

LESSON 2: PROMISES DENIED
DOCUMENT SET 4: MEXICAN AND MEXICAN AMERICAN LABOR

California Alien Labor Act, 1931

The people of the State of California do enact as follows:

Section 1: No person, firm, partnership, association or corporation, or agent thereof, doing any work as a contractor or subcontractor upon any public work being done for or under the authority of the state…or for or under the authority of any county, city and county, city, town, township, district, or any other political subdivision thereof…shall knowingly employ or cause or allow to be employed thereon any alien, except in cases of extraordinary emergency caused by fire, flood, or danger to life or property, or except to work upon public military or naval defenses or works in time of war….Such contractor and each subcontractor shall also keep, or cause to be kept, an accurate record showing the names and citizenship of all workers employed by him…

Section 3: Work done for irrigation, utility, reclamation, improvement and other districts…as well as street, sewer and other improvement work done under the direction and supervision or by the authority of any officer or public body of the state…whether or not done under public supervision or direction, or paid for wholly or in part out of public funds, shall be held to be "public work" within the meaning of this act.

The term "alien" as used herein means any person who is not a born or fully naturalized citizen of the United States.

Interview with a Mexican American veteran, Los Angeles, California
Printed in *La Opinión*, February 8, 1931

During the last three months, I have been getting up very early; I dress up and go downtown or uptown to the construction sites where the supervisors know me and always have given me a job. Soon the supervisors come out and tell the people that are waiting to get a job to line up on one side, all the white people, and on the other side the ones that are not. Because I am of dark complexion I stay with the people of my race and of course, do not get hired because the supervisor has the order to hire only the "white people" and that is what he does.

LESSON 2: PROMISES DENIED
DOCUMENT SET 4: MEXICAN AND MEXICAN AMERICAN LABOR

Library of Congress, LC-USF34- 032108-D [P&P]
Photograph by Russell Lee, 1939

Above: Migrant camp, Weslaco, Texas. Local employment men say that there was no need for migrant labor to handle the citrus and vegetable crops in the valley, the local supply of labor being ample for this purpose. Most of the local labor is Mexican and the labor contractors favor Mexican labor over white labor, partly because the Mexican will work much cheaper than whites. One white woman who was a permanent resident (her husband was on WPA) said that the white people who lived in the valley, had no trouble with the Mexicans. The Mexicans were good neighbors, she said, always willing to share what they had. She said the white migrants who came into the valley and resented and misunderstood the Mexicans caused the trouble between the two races. Some towns in this section permit camping only in trailers. The charge for camping in tents is about fifty cents per week, including water, which in some cases must be carried four city blocks. Privies are tin, very bad condition. Garbage is collected only once a week, with large dumps of decaying fruits and vegetables scattered among the camps. Some of the white migrants in this camp were very suspicious of governmental activity, due to the use by south Texas newspapers of the term "concentration camps" referring to FSA (Farm Security Administration) camps.

Questions to think about:
1. Why do you think the California legislature passed these laws? What groups of people would have been affected by them?

2. How do you think those who were anti-immigrant and anti-Mexican American justified their actions?

3. What factors contributed to discrimination against Mexican immigrants and Mexican Americans?

LESSON 2: PROMISES DENIED
CONSTITUTIONAL RIGHTS AND LEGISLATION

Please compare the Constitution (including the Bill of Rights and other amendments) to your document.

1. Act Name:

2. Act Date:

3. Purpose of Act:

4. Which group of people does this Act restrict or affect?

Constitutional Right limited or denied by the Act	Quote from the Act limiting or denying the rights of a group of people

5. List one or two things the documents tell you about life in the United States at the time they were created.

6. Write a question that you feel is left unanswered by these documents.

LESSON 2: PROMISES DENIED
EXECUTIVE ORDER 9066: JAPANESE RELOCATION ORDER, 1942 (EXCERPTS)

Executive Order No. 9066

The President

Executive Order

Authorizing the Secretary of War to Prescribe Military Areas

Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage…

Now, therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War…to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary…

I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance…including the use of Federal troops and other Federal Agencies…

I hereby further authorize and direct all Executive Departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities, and services….

Franklin D. Roosevelt
The White House,
February 19, 1942.

LESSON 2: PROMISES DENIED
FRANKLIN D. ROOSEVELT, "A DATE WHICH WILL LIVE IN INFAMY" SPEECH, DECEMBER 8, 1941 (EXCERPTS)

Yesterday, December 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. The United States was at peace with that nation and…was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific…

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost….

Japan has…undertaken a surprise offensive extending throughout the Pacific area….The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As Commander-in-Chief of the Army and Navy, I have directed that all measures be taken for our defense.

Always will we remember the character of the onslaught against us. No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.…
We will not only defend ourselves to the uttermost but will make very certain that this form of treachery shall never endanger us again.

Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger.

With confidence in our armed forces - with the unbounded determination of our people - we will gain the inevitable triumph - so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire.

Full text available at http://www.ukans.edu/carrie/docs/texts/fdr81241.htm and on the CD-ROM

LESSON 2: PROMISES DENIED
CONSTITUTIONAL RIGHTS AND EXECUTIVE ORDER 9066

Please compare the Constitution (including the Bill of Rights and other amendments) to Executive Order 9066, issued by President Franklin D. Roosevelt in 1942.

Constitutional Right (listed in the constitution or amendments) limited or denied by Executive Order 9066	Quote from Executive Order 9066 limiting or denying the rights of the Japanese and Japanese Americans

1. What can you infer from Executive Order 9066 and/or the "Day of Infamy" speech about life in the United States during World War II?

2. How else might President Roosevelt have responded to the Japanese attack on Pearl Harbor?

3. What conditions led to the violations of rights listed on the chart above?

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/ - Letter concerning the outbreak of the Third Seminole War and participation of volunteer troops, 1856

Lesson 3: Individuals Making a Difference
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

*Dear Miss Breed: Letters from Ca*mp. 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

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 13th, 14th, and 15th 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 pubic 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 101st 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.

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Lesson 3: Individuals Making a Difference Resource Card

Gift of Frank S. Emi, Japanese American National Museum (96.109.35H)

Name: Frank Emi

Lifespan: 1916 –

Home: Los Angeles, California

WHAT CHALLENGES DID THIS PERSON FACE?

Born and raised in Los Angeles, California, Frank Emi expanded his family's produce business into a full-service grocery store. After the attack on Pearl Harbor, he was forced to sell the profitable business for six cents on the dollar. After the outbreak of World War II and the forced removal of all people of Japanese descent from the West Coast, Frank Emi and his family were sent to a concentration camp in Heart Mountain, Wyoming. Of this time, Emi remembers,

> We arrived in Heart Mountain in the middle of a violent dust storm. You could not see further than 10 or 15 feet. That first winter was unpleasantly memorable. It was the coldest winter in Wyoming history. We were attired in southern California clothing. None of us even had a topcoat. The barracks did not get an inner wall of celotex until the middle of December. We had our first snowfall in late September.
>
> I mention this to give you an idea of the harsh environment we were thrust into.

HOW DID HE HANDLE THESE CHALLENGES?

Japanese Americans in the concentration camps were required to answer a government questionnaire. Included in the list of questions were numbers 27 and 28, which asked whether inmates would forswear allegiance to the emperor of Japan and whether they would be willing to serve in the armed forces of the United States. Those who answered yes and were draft-eligible were drafted into the U.S. army.

Although Frank Emi was not eligible for the draft because he was married with children, he led the Fair Play Committee, a group committed to using civil disobedience to protest the incarceration of Japanese and Japanese Americans during World War II. Of that time, he recounts,

> Resistance was not that far from the surface when, in January 1943, we were confronted with the loyalty questionnaire and its questions 27 and 28. Insult was added to injury. Am I willing to serve

> in the armed forces of the United States? Sounded to me like they wanted to know if I wanted to volunteer. After this? Will I forswear allegiance to the Japanese emperor? The more I examined them, the more disgusted I became. This internment was treating us as though we were enemy aliens and not U.S. citizens. After studying the questionnaire with my younger brother, Art, I finally devised my answer. To both questions, I answered, 'under the present conditions and circumstances, I am unable to answer these questions.' That was how I felt. Art concurred.
>
> My first act of resistance began innocently enough. Art and I hand-printed copies of my answer and described it as a suggested answer to the two questions. We posted these copies on mess hall doors and other public places through out camp.

When buses showed up to take army inductees for their physical examinations, some refused to show up. Frank Emi and six other leaders were convicted of conspiracy to evade the draft and of counseling others to evade the draft in federal court. They spent a total of 18 months in the Leavenworth federal penitentiary in Kansas before the ruling was overturned on December 1945 by the 10th circuit Court of Appeals.

WHAT IMPACT DID THIS PERSON HAVE?

Frank Emi and the Fair Play Committee offered a voice of dissent for the Japanese Americans at Heart Mountain. They empowered other inmates to look critically and question the legality of the incarceration and the draft. While at the Leavenworth federal penitentiary in Kansas, he remembers a conversation with his bunkmate, Guntaro Kubota:

> We were sitting together one time, and we were talking about various things. He said, "You know, Emi, I will never forget this. I will never forget this fight that I have been in with your fight for principle. This will be the proudest thing that I will ever remember." … He was an Issei, and over forty years of age. He didn't have to participate in this. He didn't have to be in prison. He was there with us, and his spirit was just as high as the rest of us.

In 1982, he joined the successful campaign for government redress and remains active in community affairs by continuing to speak about his experiences and the similarities between them and the events of September 11th, 2001.

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Lesson 3: Individuals Making a Difference
Resource Card

Warren K. Leffler, photographer, Library of Congress, LC-U9-12470B-17

Name: Fannie Lou Hamer

Lifespan: 1917-1977

Home: Mississippi

WHAT CHALLENGES DID THIS PERSON FACE?
Fannie Lou Hamer was the youngest of in a family of twenty children and grew up in poverty in the Mississippi Delta. Her family members worked as sharecroppers, and she was only able to attend school four months out of the year for six years.

When she attempted to register to vote, she was denied because she could not pass a test about the Mississippi State Constitution. She was threatened with the loss of her job and pursued by armed men who attempted to prevent her participation in the voter registration drive. This experience led her to become an active member of the Student Non-violent Coordinating Committee (SNCC). On her third try, she passed the test and became a registered voter. Fannie Lou Hamer participated in the Civil Rights Movement and drew attention to the violence and injustice faced by those who participated in the struggle for equal rights. She remembered that at first, "I figured that the white people must be right, but as I got older I said no, there's something wrong, and if I ever get a chance I'm going to do something about it." Even within the Civil Rights Movement, men held most of the leadership positions. Fannie Lou Hamer took up the challenge of leadership in both SNCC and the Mississippi Freedom Democratic Party.

HOW DID SHE HANDLE THESE CHALLENGES?
Despite her limited time in school. Fannie Lou Hamer loved to read and continued to learn on her own. She, like other members of the SNCC, was determined to challenge policies that prevented African Americans from obtaining equality. This led her to protest voter registration policies and segregation in public places. On one of these occasions, she was arrested for sitting in a "whites only" waiting room in Winona, Mississippi, and then beaten so severely by police that she sustained permanent damage to her kidney and eye.

She was vice-chair of the Mississippi Freedom Democratic Party (MFDP), which challenged the Mississippi Democratic Party when, in 1964, it sent an all-white delegation to the Democratic National Convention. At the convention in Atlantic City, she addressed the credentials

committee in front of a national television audience and recounted her experiences of trying to register to vote in Sunflower County, Mississippi, concluding by stating that members of her group must be allowed to represent the state's Democrats. She drew national attention by emphatically asking, "Is this America, the land of the free and the home of the brave, where we are threatened daily because we want to live as decent human beings?" After this embarrassment to the national Democratic Party organization, no all-white delegations were sent to represent southern states.

WHAT IMPACT DID THIS PERSON HAVE?

Fannie Lou Hamer helped challenge voter registration procedures and enlisted many young African Americans in the fight for civil rights as a field secretary for the Student Non-violent Coordinating Committee. She counseled other African Americans and helped them become registered voters. In addition, she drew national attention to the violence faced by civil rights workers and the need to integrate the Democratic Party in the southern states.

She was concerned with equal opportunities for all citizens, regardless of race or social class. She founded the Freedom Farms Corporation, a non-profit foundation, in 1968 to help poor farming families with land, social services, and educational grants. Later in her life, she gave attention to school desegregation issues, access to affordable child care, and availability of low-income housing.

At her funeral, Andrew Young, the former Ambassador to the United Nations and mayor of Atlanta, Georgia, said of Fannie Lou Hamer, "Mrs. Hamer was special, but she was also representative. She shook the foundations of this nation."

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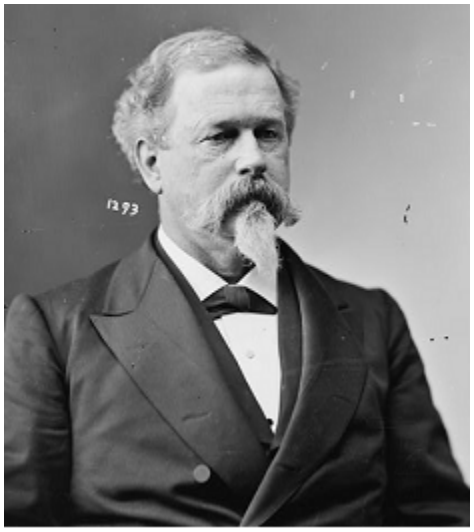
Lesson 3: Individuals Making a Difference
Resource Card



Brady-Handy Photograph Collection, Library of Congress LC-BH832- 1293 (detail)

Name: Joseph Roswell Hawley

Lifespan: 1826-1905

Home: North Carolina; Hartford, Connecticut; Washington, D.C.

WHAT CHALLENGES DID THIS PERSON FACE?

Joseph Hawley was born in North Carolina in 1826, and moved with his family to Connecticut in 1837. In many ways, the United States of the mid-nineteenth century was divided geographically. Issues such as slavery, tariffs, and immigration split the country into sections – north, south, and even west. Hawley, having lived both in the south and the north, had witnessed slavery firsthand and was an ardent free-soiler, or anti-slavery spokesman, first as a lawyer, then as an editor, publisher, soldier, and politician.

He spent over twenty-five years as an elected official – first, as Republican governor of Connecticut in 1866, and then in the U.S. Congress, a representative and then a senator, between 1873 and his death in 1905. Among the issues he tackled in his career were slavery, civil service reform, women's suffrage, immigration laws, tariffs, and the need for a stronger army to defend the borders of the United States.

HOW DID HE HANDLE THESE CHALLENGES?

Before the Civil War, Joseph Hawley was the publisher of the Hartford *Evening Press*; in 1867 he purchased the Hartford *Courant* and combined its operations with the *Evening Press*. This served as one of the most important Republican newspapers in the country. He served with the 1st and 9th Connecticut Infantry Regiments in the Civil War and was promoted to brigadier general in the Union army.

His family and his wife were also active in politics and social causes. His parents were both abolitionists, and his wife, Harriett Ward Foote Hawley, was the organizer and president of the Washington Auxiliary of the Women's National Indian Association. Joseph and Harriet Hawley lived for a time in the progressive community of Nook Farm, Connecticut, where residents frequently discussed and took action regarding universal suffrage, abolition, and civil service reform.

Reverend Joseph Twitchell, a friend of the Hawleys, was involved with Yung Wing, the first Chinese graduate of Yale University, in bringing Chinese students to the United States to study. Joseph Hawley deeply believed that immigrants from all countries should be allowed to pursue their dreams in the United States. In 1870, when a letter to the Hartford Courant protested against the hiring of Chinese immigrant labor, Hawley blasted back, "If we did not want problems like these, we should not have put up the Stars and Stripes and invited all the world to come, be free, work and help make the continent of wilderness blossom like a rose." In Congress, he spoke out strongly against legislative efforts to restrict Chinese immigration, including the Chinese Exclusion Act of 1882 and the Geary Act of 1892. He compared Chinese exclusion to the fugitive slave laws, stating, "An exclusion based upon race or color is unphilosophical, unjust and undemocratic." Despite Hawley's objections, the Chinese Exclusion Act received strong support from Democrats and many Republicans from western states. It passed in 1882, and its provisions were renewed until the law was overturned in 1943.

Later in his career, Senator Hawley served as chair of the Committee on Civil Service and advocated reform in the spoils system. He was also concerned about the strengthening of the U.S. military in the wake of the Spanish American War in 1898.

WHAT IMPACT DID THIS PERSON HAVE?

Reverend Dr. Parker said of Senator Hawley in 1915, "Only those who remember what displeasure and antipathy they incurred who…openly espoused the anti-slavery cause, can appreciate the moral courage of a young lawyer…in adopting and advocating opinions so distasteful to many of his friends, so repugnant to the major part of his townsmen, and apparently, so unfavorable to his professional prospects."

With respect to the exclusion of Chinese immigrants, Hawley again proved to be ahead of his time: "Let the proposed statue be read 100 years hence, dug out of the dust of ages and forgotten as it will be except for a line of sneer by some historian, and ask the young man not well read in the history of this country what was the reason for excluding these men and he would not be able to find it in the law." History has not forgotten the Chinese Exclusion Act, nor the lesson that racism can combine with economic interests to deny the promises of the Constitution.

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Resource Card

Pacific Citizen Archives, Japanese American National Museum

Name: Senator Daniel K. Inouye

Lifespan: 1924 -

Home: Honolulu, HI

WHAT CHALLENGES DID THIS PERSON FACE?
Senator Inouye was born and raised in Honolulu, Hawai'i, the son of Japanese immigrants.

When the Japanese attacked Pearl Harbor on December 7, 1941, he rushed into service as the head of a first-aid litter team. He saw a "lot of blood." He did not go home for a week. In his autobiography, *Journey to Washington*, he remembers, "Like all Nisei [second generation Japanese Americans], I was driven by an insidious sense of guilt from the instant the first Japanese plane appeared over Pearl Harbor. Of course we had nothing to feel guilty about, but we all carried this special burden. We felt it in the streets, where white men would sneer as we passed. We felt it in school when we heard our friends and neighbors called Jap-lovers. We felt it in the widely held suspicion that the Nisei were a sort of built-in fifth column in Hawaii."

HOW DID HE HANDLE THESE CHALLENGES?
In 1943 as a freshman in pre-medical studies at the University of Hawai'i, Inouye enlisted in the U.S. Army's 442nd Regimental Combat Team, the famed "Go for Broke" regiment of soldiers of Japanese ancestry. In Italy as the war was drawing to a close, Inouye displayed "extraordinary heroism" on April 21, 1945, near San Terenzo as he led his platoon through "formidable resistance" to capture a key ridge. His Medal of Honor Citation states in part:

> "With complete disregard for his personal safety, Second Lieutenant Inouye crawled up the treacherous slope to within five yards of the nearest machine gun and hurled two grenades, destroying the emplacement. Before the enemy could retaliate, he stood up and neutralized a second machine gun nest. Although wounded by a sniper's bullet, he continued to engage other hostile positions at close range until an exploding grenade shattered his right arm. Despite the intense pain, he refused evacuation and continued to direct his platoon until enemy resistance was broken and his men were again deployed in defensive positions."

He lost his right arm and spent 20 months recovering in a Michigan Army hospital. It was there that he made the decision to study law in order to effect social change in Hawai'i. Senator Inouye was honorably discharged with the rank of Captain and on his way home to Hawai'i, he stopped briefly in California where he decided to get a haircut. He entered an empty barbershop and remembers, ". . . a barber comes up to me and wants to know if I'm Japanese. Keep in mind I'm in uniform with medals and ribbons and a hook for an arm. I said, 'Well, my father was born in Japan.' The barber replied, 'We don't cut Jap hair.' I was tempted to slash him with my hook, but then I thought about all the work the 442nd had done and I just said, 'I feel sorry for you,' and walked out. I went home without a haircut."

He was first elected to the U.S. Senate in 1962 and in 1998 was re-elected for his seventh consecutive term. He is now the third most senior member of the U.S. Senate and is known for his distinguished record as a legislative leader.

For his distinguished military service, he was awarded the Distinguished Service Cross, the nation's second highest award for military valor, along with a Bronze Star, Purple Heart with cluster, and 12 other medals and citations. His Distinguished Service Cross was upgraded to the Medal of Honor, presented to him by President Clinton on June 21, 2000.

WHAT IMPACT DID THIS PERSON HAVE?

Senator Inouye worked with other members of Congress to eventually pass H.R. 422, the Civil Liberties Act of 1988, which called for an official apology from the U.S. government and the payment of $20,000 each to thousands of surviving inmates.

"Please remember that the story of my experiences during World War II is – by itself – not important," Senator Inouye wrote in 2003 to a girl who had visited him in his Washington office. "Much more significant are the values that the 442nd Regimental Combat Team and other segregated units represented: that patriotism and love of our great country are not limited to any ethnic group, and wartime hysteria must never again lead us to trample on our democratic principles."'

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Lesson 3: Individuals Making a Difference
Resource Card

Gift of Yuri Kochiyama,
Japanese American National Museum
(99.1.3)

Name: Yuri Kochiyama

Lifespan: 1922 -

Home: San Pedro, California, New York, New York.

WHAT CHALLENGES DID THIS PERSON FACE?

Yuri Kochiyama and her family's lives were forever altered after the bombing of Pearl Harbor on December 7, 1941. Kochiyama's father was picked up shortly after the bombing and imprisoned at a federal penitentiary for approximately 45 days. He was released back to the family and died 12 hours after his release. She remembers,

> …Never had a war come so close to this country and then eventually, of course, as it became a world war it affected the whole world. Until that time, I was just living a comfortable life, actually a middle class life in San Pedro. I wasn't even aware of the terrible situation for Jews in Europe…By 1941, I had just finished junior college – two years. And as I said, I was not political and I was not socially aware. So it was like an abrupt kind of change when…President Roosevelt declared that all Japanese would have to be evacuated. It certainly changed our life.

HOW DID SHE HANDLE THESE CHALLENGES?

When her husband, Bill, went off to fight in the war with the highly decorated 442nd Regimental Combat Team, Kochiyama wrote to him three times a day for twenty-two months. He would receive so many letters that at times he would bury the letters in the trenches. He grew embarrassed that he would receive so much mail while many other soldiers did not receive anything. He eventually told his wife to start writing letters to other Nisei soldiers. She soon organized a group known as the "Crusaders" so that no one in her husband's team would go without mail. She remembers, "we started out with just five names, but by the time the camps were closed we were writing close to 13,000 soldiers."

While in Arkansas, Yuri Kochiyama came face-to-face with the social problems plaguing the country. She saw a parallel between the ways African Americans were treated in the segregated South and how the Japanese Americans had been incarcerated. She realized that both were the result of the fear and ignorance caused by racism. While she knew it was important

to stand up to racism, she also understood the difficulty of doing so. In her diary while in Arkansas, she wrote, "Courage is something strong within you that brings out the best in a person. Perhaps no one else may know or see, but it's those hidden things unknown to others, that reveals a person to God and self."

WHAT IMPACT DID THIS PERSON HAVE?

Upon leaving Arkansas, Kochiyama and her family moved to New York and soon became involved in the Civil Rights movement of the 1960s. A friend and supporter of Malcolm X, she was immortalized by the *Life* magazine photograph as she held him in her arms as he lay dying.

She supported the Black Panther Party and other national liberation groups, and continues her work today by helping political prisoners and fighting for oppressed people around the world.

> What I would say to students or young people today. I just want to give a quote by Franz Fanon. And the quote is, "Each generation must, out of its relative obscurity, discover its mission, fulfill it or betray it."
>
> And I think today part of the mission would be to fight against racism and polarization, learn from each other's struggle, but also understand national liberation struggles – that ethnic groups need their own space and they need their own leaders. They need their own privacy. But there are enough issues that we could all work together on. And certainly support for political prisoners is one of them. We could all fight together and we must not forget our battle cry is that "They fought for us. Now we must fight for them!"

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Gift of Tsuyako "Sox" Kitashima, Japanese American National Museum (98.152.1)

Name: Fred Korematsu

Lifespan: 1919 -

Home: Oakland, CA

WHAT CHALLENGES DID THIS PERSON FACE?
Fred Korematsu, a Japanese American, was born and raised in California and was engaged to be married to his Italian American sweetheart; however, because of the laws forbidding mixed race marriages in California, the couple was saving money so that they could get married in Arizona and move east.

In February 1942, Executive Order 9066 ordered all Japanese Americans to report to an assembly center, where they would be temporarily held before being taken to concentration camps away from the coast. Korematsu felt that the order was unjust. He stated, "I figured I'd lived here all my life and I was going to stay here."

HOW DID HE HANDLE THESE CHALLENGES?
Prior to the evacuation order, he had plastic surgery on his eyes and nose in an attempt to disguise his racial identity. According to an FBI agent who questioned him, Korematsu said that he "feared violence should anyone discover that he, a Japanese, was married to an American girl."

In 1942, he was arrested for defying the order excluding all Japanese and Japanese Americans from the West Coast. Even after he was arrested, he refused to plead guilty because he firmly believed that what the government did was wrong. He stated, "It burned me up. I am an American citizen, and to have the government classify me as an enemy alien is wrong."

His case was eventually taken up by the American Civil Liberties Union (ACLU) of Northern California and was the first to challenge the constitutionality of the exclusion orders. He lost his first trial, was sentenced to five years probation and was sent to join his family at Tanforan Assembly Center. *Korematsu v. United States* reached the U.S. Supreme Court in 1944, where the justices upheld Korematsu's conviction by a 6-3 margin.

Almost forty years later in 1983, Korematsu's petition for writ of error *coram nobis* was filed in the U.S. district court in San Francisco. The judge stated that she could not reverse the opinions of the Supreme Court nor could she correct any errors of law made by the justices. However, she granted the petition for writ of error *coram nobis*, thus vacating Korematsu's 1944 conviction.

WHAT IMPACT DID THIS PERSON HAVE?

Although he lost his original Supreme Court case and his Italian American girlfriend, Fred Korematsu is remembered as a hero. By challenging the actions of the government during World War II, he helped pave the way for an official apology from the U.S. government, and the payment of $20,000 each to thousands of surviving inmates when H.R. 442, the Civil Liberties Act of 1988, was signed into law by President Ronald Reagan.

In 1988, President Bill Clinton awarded Korematsu with the Presidential Medal of Freedom, the nation's highest civilian honor. At the ceremony, President Clinton stated, "In the long history of our country's constant search for justice, some names of ordinary citizens stands for millions of souls — Plessy, Brown, Parks. To that distinguished list today we add the name of Fred Korematsu."

Korematsu hopes the Medal of Freedom will serve as a vivid history lesson and a reminder that discrimination can happen to any American. "It will give recognition that if they ever do try to start anything like that again — they will have to think twice before they do it," he said.

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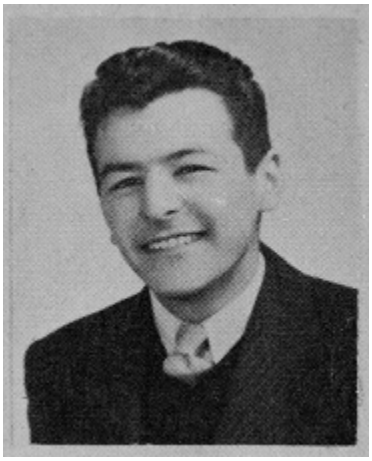

Gift of Helen Ely Brill, Japanese American National Museum (95.93.2A)

Name: Ralph Lazo

Lifespan: 1924-1992

Home: Los Angeles, California

WHAT CHALLENGES DID THIS PERSON FACE?

Ralph Lazo, an American of Mexican and Irish descent, was born and raised in Los Angeles. He angrily watched as his Japanese American friends and their families received orders to be removed from Los Angeles to concentration camps located throughout the interior of the United States. When asked about how he felt at that time, he responded, "It was immoral… it was wrong, and I couldn't accept it… These people hadn't done anything that I hadn't done, except to go to Japanese language school. There were Americans, just like I am."

At the same time the Japanese Americans were being removed from Los Angeles, people of Mexican descent also faced discrimination. Thousands of Mexican immigrants and Mexican Americans had been repatriated, or forced out of Los Angeles and sent to Mexico, during the Great Depression of the 1930s. Segregation in schools and discrimination in public facilities was also common.

HOW DID HE HANDLE THESE CHALLENGES?

> My Japanese American friends at high school were ordered to evacuate the west coast, so I decided to go along with them. Who can say I haven't got Japanese blood in me? Who knows what kind of blood runs in my veins?
>
> I cast my lot with the Japanese Americans because I did not believe that my friends of Japanese ancestry were disloyal to the United States.

So Ralph Lazo insisted that he, too, be sent to a concentration camp. After telling his his parents that he was going to a Boy Scout-like camp, he instead took a train and then a bus to join his friends in Manzanar in Central California. It was not until his father read a newspaper article about his son that his family knew of his true whereabouts. They did not attempt to bring him back home.

Lazo is believed to have been the only person of non-Japanese descent without a Japanese American spouse to have voluntarily entered the camps during the war. There he continued his education alongside his Japanese American friends at Manzanar High School. He was later drafted out of Manzanar and won a bronze star in the Philippines for heroism in combat.

WHAT IMPACT DID THIS PERSON HAVE?

Ralph Lazo is an example of a non-Japanese American during World War II who did not believe what the United States Government was doing to people of Japanese ancestry was right. By joining his friends in Manzanar, he helped keep their spirits up and refused to turn his back on them.

After the war, many considered him a traitor: "a Jap, just like his Jap friends." But his response was always the same: "I knew right from wrong… I'm one-eighth Irish. Sometimes it shows."

Forty years later, when asked about his experience in camp he said,

> Please write about the injustice of the evacuation. This is the real issue. Ralph Lazo is just a consequence… This is a very personal thing. No books are going to be written. No pictures are going to be made. I'm a very quiet, private person. I blend in real well with my Nisei [second generation Japanese American] friends.

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Lesson 3: Individuals Making a Difference
Resource Card

Gift of Carolyn Okada Freeman, Japanese American National Museum (96.118.5)

Name: Mike Masaoka

Lifespan: 1915-1991

Home: Salt Lake City, UT

WHAT CHALLENGES DID THIS PERSON FACE?

Because I believe in America and I trust she believes in me, and because I have received innumerable benefits from her, I pledge myself to do honor to her at all times and in all places; to support her constitution; to obey her laws; to respect her flag; to defend her against all enemies, foreign and domestic; to actively assume my duties and obligations as a citizen, cheerfully and without any reservations whatsoever, in the hope that I may become a better American in a great America.

Mike Masaoka, quoted above, was an advocate for the very controversial World War II decision made by the Japanese American Citizen's League (JACL) to cooperate with the U.S. Government. The U.S. Government eventually mandated the forced exclusion and removal of 110,000 Japanese and Japanese Americans from the West Coast to concentration camps located in the interior of the United States. Masaoka felt it was his duty as a loyal American to comply with the government's wishes.

HOW DID HE HANDLE THESE CHALLENGES?

In his testimony before the House Select Committee, Masaoka made the following statements, with the intent of proving, beyond a doubt, the patriotism of the Japanese Americans:

> REP. SPARKMAN: But in the event the evacuation is deemed necessary by those having charge of the defenses, as loyal Americans you are willing to prove your loyalty by cooperating?
>
> MR. MASAOKA: Yes. I think it should be...
>
> REP. SPARKMAN (interposing): Even at a sacrifice?
>
> MR. MASAOKA: Oh, yes; definitely. I think that all of us are called upon to make sacrifices. I think that we will be called upon to make greater sacrifices than any others. But I think sincerely, if the military says "Move Out," we will be glad to move, because we recognize that even behind evacuation there is not just national security but also a thought as to our own welfare and security because we may be subject to mob violence and otherwise if we are permitted to remain.

The United States government made him the liaison for the entire Japanese American population held in the concentration camps. Although he himself was never imprisoned in a camp, in his position as a national JACL spokesman, he advised the government on how to run the concentration camps, and advocated for the segregation of some inmates. He opposed any legal challenges that the Japanese Americans might make to the government, believing that loyal citizens did not challenge the government.

He continued to work towards proving the loyalty of the Japanese Americans to the U.S. government. Masaoka also advocated for the reinstatement of military service for Japanese Americans. Due in part to his efforts, the 442nd Regimental Combat Team was formed. Masaoka, along with his four brothers and many other Japanese American men, joined the 442nd, which served with honor in European military campaigns.

Following World War II, Masaoka lobbied to reform immigration and naturalization laws, resulting in the repeal of the 1924 Japanese Exclusion Act and the abolishment of the National Origins Quota Immigration System.

WHAT IMPACT DID THIS PERSON HAVE?

The JACL's support of the World War II exclusion and removal of 110,000 Japanese and Japanese Americans from the West Coast remains extremely controversial, even today. However, Mike Masaoka firmly believed in his country and felt that he was only doing what it asked of him. He reflected,

> Some of my friends, and some who are not my friends, also call me Moses. Moses Masaoka. They say that like the Biblical prophet, I have led my people on a long journey through the wilderness of discrimination and travail.

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Associated Press Photo. (detail) "Woman Fingerprinted. Mrs. Rosa Parks, Negro Seamstress, Whose Refusal to Move to the Back of a Bus Touched Off the Bus Boycott in Montgomery, Alabama." 1956. New York World-Telegram & Sun Collection, Prints and Photographs Division, Library of Congress.

Name: Rosa Louise McCauley Parks

Lifespan: 1913-

Home: Tuskegee, AL; Detroit, MI

WHAT CHALLENGES DID THIS PERSON FACE?

As an African American woman in Alabama in the first half of the twentieth century, Rosa Parks faced many types of discrimination. Laws in the South, referred to as Jim Crow laws, forbade blacks from using the same facilities – including bathrooms, swimming pools, drinking fountains, and schools – as whites. As Mrs. Parks said, "For half of my life there were laws and customs in the South that kept African Americans segregated from Caucasians and allowed white people to treat black people without any respect. I never thought this was fair, and from the time I was a child, I tried to protest against disrespectful treatment. But it was very hard to do anything about segregation and racism when white people had the power of the law behind them."

HOW DID SHE HANDLE THESE CHALLENGES?

After attending Alabama State Teachers' College, Rosa Parks moved to Montgomery, Alabama, with her husband Raymond and began working with the NAACP (National Association for the Advancement of Colored People) to fight segregation in the South. She remembers, "I worked on numerous cases with the NAACP but we did not get the publicity. There were cases of flogging, peonage, murder, and rape. We didn't seem to have too many successes. It was more a matter of trying to challenge the powers that be, and to let it be known that we did not wish to continue being second-class citizens."

In December of 1955, Mrs. Parks remained seated on a crowded bus in Montgomery instead of standing so that a white passenger could have the seat. Later, Rosa Parks wrote, "As I sat there, I tried not to think about what might happen. I knew that anything was possible. I could be manhandled or beaten. I could be arrested. People have asked me if it occurred to me then that I could be the test case the NAACP had been looking for. I did not think about

that at all. In fact, if I had let myself think too deeply about what might happen to me, I might have gotten off the bus. But I chose to remain." This action resulted in her arrest, a court challenge to Montgomery's segregation laws, and the Montgomery Bus Boycott, a pivotal moment in the Civil Rights Movement.

WHAT IMPACT DID THIS PERSON HAVE?

Journalist Rita Dove said, "When she remained seated, that simple decision eventually led to the disintegration of institutionalized segregation in the South, ushering in a new era of the Civil Rights Movement." After moving to Michigan in 1957, Mrs. Parks and her husband founded the Rosa and Raymond Parks Institute for Self-Development to offer help to young African Americans as they pursued their career and educational goals. She received the Presidential Medal of Freedom in 1996 and the Congressional Gold Medal in 1999.

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National Archives and Records Administration

Name: Jack Roosevelt "Jackie" Robinson

Lifespan: 1919-1972

Home: Pasadena, CA; Stamford, CT

WHAT CHALLENGES DID THIS PERSON FACE?

Although he served in a segregated unit, Jack Roosevelt "Jackie" Robinson served his country during World War II. He faced discrimination and was court martialed after fighting against racial insults. After leaving the Army, Jackie Robinson played with the Kansas City Monarchs of the Negro Leagues. In 1945, he signed a contract with the Brooklyn Dodgers, and in 1947, he was the first African American player in the major leagues since the 19th century. Robinson was also an advocate for civil rights after his baseball career ended. He worked actively to support the NAACP (National Association for the Advancement of Colored People), raising money and funding enterprises to aid the advancement of African Americans.

Jackie Robinson described his integration of baseball in this way:

> I guess if I could choose one of the most important moments in my life, I would go back to 1947, in the Yankee Stadium in New York City. It was the opening day of the world series and…it would be the first time that a black man would be allowed to participate…It hadn't been easy. Some of my own teammates refused to accept me because I was black. I had been forced to live with snubs and rebuffs and rejections…But the problems within the Dodgers club had been minor compared to the opposition outside. It hadn't been that easy to fight the resentment expressed by players on other teams, by the team owners, or by bigoted fans screaming 'nigger'. The hate mail piled up. There were threats against me and my family and even out-and-out attempts at physical harm to me.

HOW DID HE HANDLE THESE CHALLENGES?

Robinson quieted many of his critics by doing his job well – exceedingly well. He relied upon the support of many of his teammates, such as Pee Wee Reese, Branch Rickey, the president of the team, black fans, young children, and his family. Instead of responding to the taunts and threats, he kept his composure, played baseball and worked to help his team win. Robinson won the respect of his teammates and became a symbol of black opportunity. Even though it had opposed allowing African Americans into the major leagues, *The Sporting News,* awarded Robinson with the Rookie of the Year Award in 1947. Although he initially tolerated the insults, Robinson began speaking out against the prejudice he faced, including

umpires' calls, hotels that refused to let him stay with his teammates, and teams that refused to hire black players.

WHAT IMPACT DID THIS PERSON HAVE?

Robinson "made his gift for the game into a forum for all of America to engage in a conversation that would have a lasting impact on almost every facet of our society." Major League Baseball's doors opened to other African Americans, but not until 1959 were all major league teams integrated. Jackie Robinson captured the national spotlight and served as the inspiration for songs, comic books and a movie. Robinson continued to push for more opportunity for blacks. Shortly before he died, he made a speech on the 25th anniversary of his first year with the Dodgers. He said, "I'd like to live to see a black manager, I'd like to live to see the day when there's a black man coaching at third base". The first black baseball manager, Frank Robinson, was hired by the Cleveland Indians in 1975. In 1997, Rachel Robinson was awarded the Congressional Gold Medal on behalf of her husband on the 50th anniversary of Jackie's integration of baseball.

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Name: Irene Gaston Samuel

Lifespan: 1915- 1998

Home: Little Rock, AR

WHAT CHALLENGES DID THIS PERSON FACE?
Irene Samuel grew up in the segregated South, but believed in racial equality and social justice. Mrs. Samuel worked for the Federal Housing Authority in the 1930s and 1940s. She hired African American women to serve as clerks, providing them with jobs when others refused to hire them. After returning to Little Rock in 1945, she volunteered twenty to thirty hours per week for organizations like the Easter Seals. In 1958, when Little Rock closed its schools rather than continue with court-mandated integration, she joined the Women's Emergency Committee to Open Our Schools, headed by Adolphine Fletcher Terry. She served as the committee's executive secretary and became a target for hate mail and harassment by segregationists. One such note proclaimed, "Rape, murder and all types of indecency will be the price because of your capitulation to the NAACP."

HOW DID SHE HANDLE THESE CHALLENGES?
Despite the climate, Samuel and the WEC continued to campaign for the re-opening and integration of Little Rock schools. They mounted a massive campaign to get the general public involved in electing a moderate slate of school board members and ousting segregationists (who had voted not to renew the contracts of 44 teachers and administrators who had taken integrationist or moderate stances during the previous school year). The WEC lined up support, ensured transportation to the polls, and ultimately aided in the successful integration and re-opening of the public schools.

After the WEC disbanded, Irene Samuel continued to campaign against segregationists like Arkansas Governor Orval Faubus. She worked to organize the African American vote, particularly in the Arkansas Delta, and later served Senator Dale Bumpers as his liaison for women's affairs and liaison for African American affairs.

WHAT IMPACT DID THIS PERSON HAVE?
As historian Laura Miller noted, Irene Samuel's "sense of justice and compassion, encouraged by her family, turned into a mandate for action during the New Deal. She truly believed that the lives of the least fortunate in society could be improved through government policy. In her view, achieving this meant, simply, getting things done."

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ARC ID: 296447; "Photograph of Dr. Sun Yat Sen: "HB Sun Yat Sen, 40, XPI Korea 3-28-10, File no. 140-C", 03/28/1910; National Archives and Records Administration.

Name: Sun Yat Sen

Lifespan: 1866 – 1925

Home: Cuiheng Village of Guangdong province, China

WHAT CHALLENGES DID THIS PERSON FACE?

Sun Yat Sen was born in Guangdong Province, China. During his childhood, China was governed by the Qing (pronounced "Ching") dynasty, whose rulers were ethnically Manchu, not Chinese. Sun Yat Sen's first connection with the United States came when his mother took him to Oahu, Hawai'i, where he studied at American schools. He returned to Hong Kong to study medicine and after a failed *coup d'etat* against the dynastic government in 1895, he left for Europe and the United States to raise money for a republican revolution. His political philosophy centered around the Three Principles of the People: nationalism, democracy, and people's livelihood. He wanted to end the rule of the Qing dynasty and restore the rule of ethnic Chinese to the country. Sun Yat Sen spoke out for a popularly-elected, republican form of government. Later, he began writing and speaking about the "people's livelihood," a form of socialism, which was designed to help the common people through regulations on the ownership of land and industry.

The imperial government of China wanted to capture Sun Yat Sen; he was even held captive for a time in the Chinese Embassy in London by agents working for the government. He wanted to enter the United States to raise support for his cause, but the Chinese Exclusion Act of 1882 made it difficult for people of Chinese descent to immigrate or even travel to the United States.

HOW DID HE HANDLE THESE CHALLENGES?

Sun Yat Sen, like other Chinese who wanted to enter the United States, falsely assumed U.S. citizenship and tried to enter the United States in 1904. He claimed to be a "native born Hawaiian." When Dr. Sun landed in San Francisco on April 6, 1904, he was not included in the category of government officials, teachers, merchants, and students who were exempt from the Chinese Exclusion Act. He was detained for investigation by the Bureau of Immigration. However, within a few days of his arrival, Sun Yat Sen was informed "…that after due consideration of your case the Honorable Commissioner of Immigration has refused you admission to the United States."

Dr. Sun was "…ordered deported to the port whence he came upon the departure of the next vessel of the line bringing him here." He was held in a wooden immigration shed where he was able to smuggle out a note via an American newsboy, which resulted in assistance from pioneer publisher Ng Poon Chew and Chee Kung Tong. The Washington, D.C. law firm, Ralston and Siddons, filed an appeal with the Commissioner-General of Immigration in April 26, 1904 on his behalf, and two days later he was allowed to enter the United States. He successfully raised funds for the revolutionary cause from American sympathizers.

He returned to China in late 1911, after fifteen of the twenty-four provinces of China had declared their independence from the Qing empire. On January 1, 1912, he was inaugurated as provisional president of a newly-declared Chinese republic. The position did not last long, however, as Dr. Sun (who did not have an army under his control) agreed to relinquish the presidency in favor of Yuan Shikai, respected leader of the northern army. However, the constitution, drafted by members of Sun's revolutionary group, was soon changed at will by Yuan. In the summer of 1913, Sun and other revolutionaries instigated a rebellion of some Chinese provinces against Yuan Shikai. When the rebellion failed, he fled to Japan and remained until 1916.

When he returned yet again to China, he formed his own army with assistance from the Soviet Union. Meanwhile, he worked with rising leaders like Chiang Kai-Shek, the future nationalist army leader and Sun's brother-in-law, to work towards his republican form of government. He died in 1925 of liver cancer.

WHAT IMPACT DID THIS PERSON HAVE?

Sun Yat Sen is considered one of the "founding fathers" of the Republic of China. His time in the United States helped raise money and support for the revolution that was eventually successful in 1912, when Emperor Pu Yi abdicated the throne. Because of his position and his powerful friends around the world, he was often able to get around the Chinese Exclusion Act that limited entry into the United States for so many other immigrants.

He is known as the father of the Republic of China for his commitment to the "Three Principles of the People". His writings and speeches were used by both the nationalist and communist forces to further their political goals during the Chinese Communist Revolution.

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Name: Felix Tijerina

Lifespan: 1905-1965

Home: Houston, Texas

WHAT CHALLENGES DID THIS PERSON FACE?
Although he publicly claimed to have been born in Texas, Filiberto Tijerina was born in Mexico and immigrated to the United States with his parents, migrant farmworkers, as a child. When he was nine years old, his father died, leaving Felix to help support his mother and three sisters. He spent long hours working in the cotton fields of South Texas and did not attend school. Mexican immigrants and Mexican Americans faced discrimination in Texas and throughout the United States in the early 20th century. Schools were segregated and Mexican Americans were prevented from serving on juries.

Eventually, Filiberto changed his name to Felix Tijerina and moved to Houston, Texas, where he took a job as a dishwasher, taught himself English, and began to save money.

HOW DID HE HANDLE THESE CHALLENGES?
Felix Tijerina worked his way from busboy, to waiter, to bank director and wealthy owner of a successful chain of Mexican restaurants. He was an astute businessman and entrepreneur and became a leading voice in civic organizations, including the Rotary Club and Chamber of Commerce, in Houston. He advocated assimilation with the Anglo-American business community as the way to further the rights of Mexican Americans and promote interethnic cooperation with Anglo Americans. Tijerina was active in LULAC, the League of United Latin American Citizens, which was founded in Corpus Christi, Texas, in 1929. He served as its president for an unprecedented four terms between 1956 and 1960.

When asked for advice about how to succeed in the United States, Tijerina replied, "Work hard, help yourself, help others, be a good citizen, take an active part in community affairs, and attend a church of your choice regularly." However, he was criticized by those who favored more aggressive actions for his more conservative, assimilationist approach to gaining civil rights.

WHAT IMPACT DID THIS PERSON HAVE?
Felix Tijerina never forgot his experience as an immigrant without the ability to attend school. He was the financial backer and organizer of the "Little School of the 400," a program which provided early education to Mexican and Mexican American children in order to

prepare them to enter the public school system. The preschool program taught the children 400 basic English words they would need to be successful in English-speaking schools. Started in the 1950s, the program served over 15,000 Spanish-speaking children in over 600 schools over the next decade. This education initiative received international acclaim and influenced President Lyndon Johnson's Head Start Initiative, which eventually served the children targeted by the Little School.

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Resource Card

Photo courtesy of Rosalie Santine Gould

Name: Mabel Rose Jamison Vogel

Lifespan: 1905 - 1994

Home: Texas, Arkansas, Ohio, and Tennessee

WHAT CHALLENGES DID THIS PERSON FACE?
Miss Jamison was one of the teachers at the World War II concentration camp in Rohwer, Arkansas. Although she arrived with a limited understanding of what awaited her, she came nevertheless with full knowledge that the public resented her decision to work in the camp schools. The public felt that because the federal government was paying the camp teachers higher wages with which the Arkansas schools could not compete, the quality of the education in Arkansas public schools would suffer.

The following "Letter to the Editor" that was printed in the *Arkansas Gazette* was captioned, "Says the Government is Robbing American Children of Teachers." The letter demonstrates the public sentiment of the time:

> Had you ever thought of the serious position our schools are in? The draft is taking many of our men teachers and will take many more in the near future. The government has a "pet" down there at Rohwer where you will find the "cream of the crop" of our men and women teachers. Their pay is much higher than that of the average teacher and the men, no doubt, will be deferred from the draft. Full-blooded American children are being robbed of their teachers while they remain to teach the Japs. It is just another of those things, but is it right.

Federal wages for teachers in the camps were set at a national average, higher than that offered in the state of Arkansas. However, teachers in the camps had to also endure the harsh conditions. Miss Jamison was one of the few who stayed more than a few months in the camps.

HOW DID SHE HANDLE THESE CHALLENGES?
Life in the American concentration camps was difficult because she was living amongst Japanese Americans, whom she had been taught to distrust. However, she was able to understand, come to appreciate, and even grow close to her new students.

> Some of the days when the wind blows sharp and cutting across my face as I trudge with leaden feet through black gumbo mud, or when the blazing, ruthless sun sears right through the ever-present parasol, it seems as though time has stopped. Then I 'come to' with a start and gaze at rows

> of drab black barracks, piles of stove wood, lines of clothes, frozen and flapping stiffly in the north wind, a bent old man plodding slowly along, a few children scuttling from barrack unit to bath house – and wonder where am I? And what am I doing here? Why am I spending months – yes, now, even years – of my life behind this barbed wire fence with a race of people who were entirely strange to me until that January Sunday in 1943! Sometimes it has seemed so useless to try to stay. But the answer always comes back to me the same: I have learned to love them. They have 'taken me in' as one of them and have given me a place here with them in their hearts as we work and play and cry and laugh and wonder together.

WHAT IMPACT DID THIS PERSON HAVE?

Mabel Rose Jamison Vogel was able to inspire and educate the students in Rohwer, Arkansas. One of her major projects was to engage her classes in painting murals to brighten up the walls of the new community building, then under construction. Under her guidance, her students chose to depict the history of the Japanese American experience before, during, and after the incarceration experience.

In her journal, she summed up her reasons for executing the mural project:

> A good painting is thing of lasting beauty. Long after the poster paint has peeled off the beaver boards, these murals, painted by these eight high school students will be remembered. For the story and history of the evacuation are not likely to be forgotten soon.

Over the years and in spite of her many moves, Mrs. Vogel held on to hundreds of cherished items made by students at Rohwer. She made donations of artifacts to the Smithsonian's National Museum of American History and the Japanese American National Museum and left many with Rosalie Gould, a friend in McGehee, Arkansas. These donations were made to insure that institutions and individuals would continue to educate future generations about this chapter in American history.

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National Archives and Records Administation, ARC 529026

Name: Stand Watie (De-gado-ga)

Lifespan: 1806-1871

Home: Georgia, Indian Territory (Oklahoma)

WHAT CHALLENGES DID THIS PERSON FACE?

De-gado-ga, or "he stands on two feet", who later adopted the name Stand Watie, was born on his father's plantation in Cherokee territory in Georgia in 1806. At this time, Cherokees were facing increased pressure to give up their land from white settlers moving south and west. Many responded by adopting the ways of white settlers. Watie, who was three-quarters Cherokee, left his home at the age of twelve to attend Moravian Mission School, where he learned to read, write, and speak English. His family attended the Moravian Christian Church built in New Echota, the new capital of the Cherokee Nation. Following the implementation of the Cherokee Nation's constitution, approved in 1827, Watie served as a clerk of the Cherokee Supreme Court and Speaker of the Cherokee National Council.

When, in 1830, the U.S. Congress passed the Indian Removal Act, there was great disagreement within the Cherokee nation about how to respond to the government's mandate to move west of the Mississippi. Stand Watie, along with his uncle Major Ridge, signed the Treaty of New Echota, agreeing to cede Cherokee lands for a cash payment and a reservation in Indian Territory. This put him in direct opposition to John Ross, the principal leader of the Cherokee. His family faction was attempting to gain financial benefits for themselves, as well as take control of the tribe away from the anti-treaty leaders. They signed away the Cherokee lands to the government without having authority to do so, in violation of Cherokee law.

HOW DID HE HANDLE THESE CHALLENGES?

Stand Watie's strategy, along with many Cherokee, was to show the civilized ways of the Cherokee nation to the U.S. government in the hopes that accommodation would bring more autonomy. The Cherokee, including Watie's father David, sided with the U.S. government in its fight against the Creek Indians at Red Stick. The nation wrote a constitution, developed an alphabet, and participated in the plantation economy. Watie was a symbol of this accommodation: he was educated, gained wealth, and was a slaveholding planter. He signed the Treaty of New Echota, believing that it would be impossible to halt or even slow the flow of immigrants into Cherokee territory. The best strategy, Watie and his family agreed, was to

receive money for the lands before they were simply taken from the Cherokee nation by the government. Stand Watie, his brother, Elias Boudinot, uncle Major Ridge, and cousin, John Ridge, all signers of the treaty moved to the Indian territory (before the majority of eastern Cherokees) with their families in 1837. The U.S. army imposed the Treaty of New Echota even on the majority of Cherokees who did not agree with its signing. This massive forced migration, known as the Trail of Tears, occurred between 1838 and 1839. After arriving in Indian Territory, members of the anti-treaty majority met and agreed upon a death sentence, the penalty given by Cherokee law, for those who had agreed to the treaty without authorization. Elias Boudinot, Major Ridge, and John Ridge were all murdered, but Stand Watie was warned and escaped execution. The factions very slowly worked towards coexistence, and after six years, Watie was elected to the Tribal Council, where he served from 1845 until 1861.

The Civil War again aggravated the dissension to the Cherokee tribe. Stand Watie sided with the Confederacy during the Civil War and was commissioned a colonel. He raised and organized an all-Cherokee regiment that fought with the Confederacy during the war. His rival John Ross was sympathetic towards the Union, and although the Cherokee nation initially agreed to support the Confederacy, Ross later led his Cherokee supporters to ally with Union troops. Watie was promoted to brigadier general, the only American Indian to rise to that military rank on either side of the war. After the war, he continued his leadership role amongst the Southern Cherokee, serving as a delegate to the negotiation of the Cherokee Reconstruction Treaty of 1866. Following the destruction of the Civil War, he was unable to rebuild his wealth before his death in 1871.

WHAT IMPACT DID THIS PERSON HAVE?

Stand Watie and the signers of the Treaty of New Echota are often accused of betraying their nation by agreeing to removal to Indian Territory. It is not clear what might have happened if the treaty had not been signed. The Seminole, for example, participated in three long wars against the U.S. government before most tribe members moved to their reservation in Oklahoma prior to the Civil War. Watie stood up for what he believed was the most advantageous action, first for himself, his family. His ability to negotiate and surround himself with loyal friends enabled him to escape death at the hands of the anti-treaty faction. His later leadership position in the Confederate Army during the Civil War confirmed his dedication to his beliefs and way of life.

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Lesson 3: Individuals Making a Difference
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Gift of Nancy K. Araki, Japanese American National Museum (2000.88.1)

Name: Michi Weglyn

Lifespan: 1926-1999

Home: New York, California, Arizona

WHAT CHALLENGES DID THIS PERSON FACE?

Michi Weglyn spent World War II in a concentration camp in Gila River, Arizona. More than thirty years later, the Vietnam War and Watergate brought many changes and questions about the government and about the United States' past to the forefront of social conscience. This reexamination of the past propelled Ms. Weglyn to research and take a new look at the historical evidence and explanations given for the World War II incarceration of Japanese Americans.

In the preface of her groundbreaking book, *Years of Infamy: The Untold Story of America's Concentration Camps*, she wrote:

> With profound remorse, I believed, as did numerous Japanese Americans, that somehow the stain of dishonor we collectively felt for the treachery of Pearl Harbor must be eradicated, however great the sacrifice, however little we were responsible for it. … In an inexplicable spirit of atonement and with great sadness, we went with our parents to concentration camps.

HOW DID SHE HANDLE THESE CHALLENGES?

Working without pay for eight years, Ms. Weglyn spent years reading through dusty boxes of documents in the National Archives, at the Franklin Delano Roosevelt Library, and at other institutions. She was usually there when the doors opened in the morning, ate her sandwich at midday, and did not leave until closing time. She was consumed with searching for proof that there was no military necessity for the incarceration as the government had claimed. She received some of her best information from tips from curators and librarians. Other times she had to rely on her own growing awareness of what was important. When she found key documents, she waited in line at the copier machines, and then paid for the copies out of her own money.

"Curiosity led me into exhuming documents of this extraordinary chapter in our history," Ms. Weglyn once said, "Among once-impounded papers, I came face-to-face with facts, some which left me greatly pained… At a time when angry charges were being hurled at heads of state, the gaps of the evacuation era appeared more like chasms."

WHAT IMPACT DID THIS PERSON HAVE?

Michi Weglyn's book, *Years of Infamy: The Untold Story of America's Concentration Camps*, is credited for helping fuel the redress and reparations movement for Japanese Americans incarcerated during World War II. It was the first major work on this history to be written by a Japanese American. Not only was her work important to the Japanese American community, she also inspired others to question, research and speak out about issues affecting all Americans. Ms. Weglyn's research and that of other activist-scholars, made the difference for many Congressional skeptics and critics of redress. In 1988, then-President Reagan signed into law the Civil Liberties Act, through which more than 80,000 Japanese Americans received an official government apology and token reparations of $20,000.

Japan scholar and former ambassador to Japan, Edwin O. Reischauer, described Ms. Weglyn's book as a "truly excellent and moving book… The story of the concentration camps for Japanese [Americans] has often been told, but usually with an emphasis on the silver lining… Michi Weglyn concentrates instead on the other side of the picture. *Years of Infamy* is hard-hitting but fair and balanced. It is a terrible story of administrative callousness and bungling, untold damage to the human soul, confusion, and terror."

REFERENCES

Weglyn, Michi. *Years of Infamy: The Untold Story of America's Concentration Camps.* Morrow Quill Paperbacks, New York. 1976.

Nash, Phil Tajitsu. "Michi Weglyn Obituary: The 'Rosa Parks of the Japanese American Redress Movement' dies at 72." IMDiversity.com – Michi Weglyn Obituary. 21 March 2004. http://www.imdiversity.com/Article_Detail.asp?Article_ID=3259

Lesson 3: Individuals Making a Difference
Comparison Chart

Name	Situation	Action Taken	Result

LESSON 3: INDIVIDUALS MAKING A DIFFERENCE
DISCUSSION QUESTIONS

Complete the following questions as you read about the individual you were given to study:

1. Which individual did you study?

2. To what human rights violations were they responding?

3. How would you have felt in a similar situation?

4. What actions did they take in response to these events?

5. Why do you think he/she chose to act in this way?

6. What other options might he/she have had? (Brainstorm at least 2 other options)

7. What might you have done in a similar situation?

Complete the following questions after reading or hearing about other individuals:

8. Compare and contrast the actions of at least 3 people you have studied. How were their situations and actions similar? How were they different?

9. With which individual's actions, thoughts, or situation do you most identify? Why?

10. Whose actions do you think were most effective at making a difference? Why?

11. What are three characteristics that you feel these people shared that helped shape their responses?

Lesson 4: Our Responsibilities

OVERVIEW

Having explored the ideas about human rights in U.S. history throughout the unit, the intention of this lesson is to help students connect historical information with personal responsibility and information on current events. How can we, as citizens, reflect on past events in order to change the future? By "filtering" information, we can assess what students know about ideas and events related to democracy. More importantly, however, we can assess their understanding of how their actions as humans can support democracy or hinder democracy.

This lesson is designed for one 90-minute period or two 45-minute periods.

OBJECTIVES

- Students will connect historical struggles for human rights with contemporary issues.
- Students will understand their personal responsibility to uphold human rights.

GUIDING QUESTION

What can we do to remedy rights violations in the U.S. and the world?
What are our responsibilities to uphold human rights?

STANDARDS/FRAMEWORKS

PPE 1.1
PAG 1.4, 1.5
SSPS 1.4

MATERIALS

Student research materials, such as newspapers, magazines, or computers with Internet access.

Student Activity Sheet
Current Events Graphic Organizer

ACTIVITIES

1. Ask a student to read the following definition aloud:

   Human Rights- 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 among the law. (From the American Heritage dictionary) Remind them that this is the definition they worked with in lesson 1. Refer back to the chart or butcher paper (or chalkboard) that contained students' ideas about the three phrases, "life and liberty", "freedom of thought and expression", and "equality under the law".

2. Divide students into four groups for investigation of current events related to rights of

the following groups: American citizens, Immigrants in the U.S. (legal or illegal), world citizens, and students. Remind students of the Venn diagram from lesson 1, in which they discussed the rights to which each of these groups is entitled. Have students complete research on the Internet, in recent news magazines or newspapers, or though interviews covering one of the topics pertaining to their interest group. They should determine how their issue relates to the rights to 1) life and liberty; 2) freedom of thought and expression, and 3) equality under the law.

Possible research topics for group 1 (issues affecting American citizens): Intellectual property rights, such as downloading music and movies, affirmative action and/or quotas in hiring and school admissions, racial profiling, gay marriage and/or adoption

Possible research topics for group 2 (issues affecting immigrants to the U.S.): California Proposition 187, access to health care, ability to obtain a driver's license, Elian Gonzales case, English as the national language, access to bilingual education, immigration quotas, President Bush's proposed guest worker program

Possible research topics for group 3 (issues affecting citizens of the world): Abu Ghraib prison abuse scandal, banning of *hijab* (headscarves) in European countries, access to education for boys and girls, ability to practice all religions openly

Possible research topics for group 4(issues affecting students): censorship of school newspapers, dress codes and/or school uniforms, locker searches, see-through backpacks, *Tinker v. DesMoines* court case, prayer in school, Pledge of Allegiance

1. Model completion of the graphic organizer (current events and human rights) by choosing one or several of the events from the list below

Indian Removal Act of 1830, Chinese Exclusion Act of 1882, Jim Crow laws such as segregation of schools, public facilities, bans on interracial marriage, Executive Order 9066

2. Student groups should present their research regarding the issue they chose to research. They should first summarize the issue. Then, they can discuss whether the human rights of 1) life and liberty; 2) freedom of thought and expression, and 3) equality under the law are being upheld or violated and explain their analysis. After each student presentation, the teacher may want to take time to discuss the issue and gather student feedback about what options are (or were) available as solutions.

3. Ask each student to select one person, event, or issue from lesson 2 or lesson 3. Ask them to create a written reflection:

Imagine you are living in the time when this event occurred. How would you react? Would your actions violate or support human rights?

4. Discuss the idea of responsibility. What are your responsibilities as an individual? As a student? As a family member? As a citizen? From where do our ideas about responsibility come? What are the consequences when we don't live up to our responsibilities?

EXTENSION OR CLOSING

Ask students to reflect and respond to one or more of these quotes. Encourage students to cite examples from the lessons in their reflections:

"You cannot make yourself feel something you do not feel, but you can make yourself do right in spite of your feelings."

Pearl S. Buck

"America did not invent human rights. In a very real sense…human rights invented America."

Jimmy Carter

"The hottest places in hell are reserved for those who, in times of crisis, have no opinion."

Dante Alighieri

Lesson 4: Our Responsibilities
Current Events Graphic Organizer

EVENT OR ISSUE	**"Life and Liberty"**	**"Freedom of Thought and Expression"**	**"Equality Under the Law"**
Name of event or issue:	YES NO Explain your reasoning:	YES NO Explain your reasoning:	YES NO Explain your reasoning:
People involved:			
Date:			

Lesson 5: Assessment and Discussion

OVERVIEW

After examining the guiding questions and completing the activities, students will be assessed on their ability to analyze a newspaper article and respond to this unit's essential question: What responsibilities do individuals have to uphold the human rights of others? This assessment lesson is designed for one 90-minute period, two 45-minute periods, or can also be abbreviated as one homework assignment.

OBJECTIVES

- Students will be able to list basic human rights.
- Students will compare content of United States legislation to the rights guaranteed by the Constitution.
- Students will think critically about pieces of legislation enacted throughout United States history that have denied or limited Constitutional rights.
- Students will connect historical struggles for human rights with contemporary issues.
- Students will understand their personal responsibility to uphold human rights.
- Students will be able to identify examples of individuals who worked for change with regard to civil rights in U.S. History.
- Students will analyze the range of responses in which individuals have reacted when their own rights were violated and when the rights of those around them were violated.

ESSENTIAL QUESTION

What responsibilities do individuals have to uphold the human rights of others?

STANDARDS/FRAMEWORKS

TCC 1.1, 1.2
PPE 1.1
PAG 1.2, 1.4, 1.5
SSPS 1.3, 2.6

MATERIALS

Textbooks containing the Constitution, the Bill of Rights, and other Constitutional Amendments

Student Activity Sheet, "What Responsibilities Do Individuals Have to Uphold Human Rights?"

Copies of the *Los Angeles Times* article from 9 January 2003 entitled, "'Monitors' Target INS Registration"

Copies of the essay exam rubric

BACKGROUND

Review the background information provided in the previous lessons.

OPENING

Select a student to read this quote from Eleanor Roosevelt aloud to the class. (You may choose to photocopy the quote on an overhead transparency).

Where, after all do human rights begin? In small places, close to home- so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school 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 concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

Eleanor Roosevelt, The Great Question, 1958

Ask the student to read the last sentence- *without concerned citizen action to uphold them close to home; we shall look in vain for progress in the larger world*- again.

Ask the students to paraphrase this sentence. Allow the students a few minutes to generate written responses, then ask for volunteers to share aloud.

Tell students that they will now answer the unit's essential question: "What responsibilities do individuals have to uphold human rights?"

ACTIVITIES

(Day 1 for 45-minute class periods)

1. Refer to the Universal Declaration of Human Rights as discussed in Lesson 1. Ask students to briefly share what they remember about the document.

2. Using the Student Activity Sheet entitled, "Close to Home Filter" or by writing the questions on the board, divide the 30 articles from the Universal Declaration of Human Rights among the students - to individual students or pairs of students, whatever suits the situation - so that each individual or pair has a manageable number of articles to filter.

3. Following the filtering process, have each individual or pair select one "yes" response from the filtering sheet and one "no" response. Have them create small signs telling what action they, as a concerned citizen, would take to support the effort to uphold the article (a yes) and what action they, as a concerned citizen would take to prevent or end the violation of the article (a no).

4. Post the signs around the room.

5. Give the students time to travel around the classroom, reading all the signs. After the students have visited all the responses, answer the following questions (this could be a journal response or a homework assignment).

- Which answer surprised you the most?
- Which answer surprised you the least?
- Which action would you support without reservation?
- Which action do you think would be inappropriate? How would you change that action to make it appropriate?

6. Discuss the responses as a class.

Ask the students to compose an "Email" to Eleanor Roosevelt about human rights in contemporary society. Encourage them to cite specific information demonstrating their understanding of Human Rights.

(Day 2 for 45-minute class periods)

1. Distribute copies of the *Los Angeles Times* article, "'Monitors' Target INS Registration" and copies of the Student Activity Sheet entitled, "What Responsibilities Do Individuals Have to Uphold Human Rights?"

2. Ask students to work independently to read the article and complete the Student Activity Sheet.

3. Ask students to work in pairs to share their findings with each other.

4. Distribute essay exam rubric to students.

5. Ask students to respond to the article and respond in one of the following formats:
newspaper editorial or letter to the editor
short story or graphic novel

6. Include answers to the following questions and cite evidence from the "inputs" provided (i.e. lecture notes, readings, primary source documents)

a. What rights were violated?
b. How is this event similar to or different from at least two different events in U.S. History that we studied?
c. How will you respond and why?
d. How does this compare to the ways in which at least two other individuals in history have responded?

CLOSING

Ask students to share their responses with the rest of the class.

EXTENSION

Have students research the USA PATRIOT Act or use one of the current issues discussed in lesson 4 and create a written response based on the prompts listed above, or choose a current event in your community related to human rights. Have students respond in the manner described above.

Where, after all do human rights begin? In small places, close to home- so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school 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 concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

Eleanor Roosevelt, *The Great Question*, 1958

LESSON 5: ASSESSMENT
CLOSE TO HOME

Universal Declaration of Human Rights Article # _____

Title of the article:

To me, this article means:

Determine if this right exists in the following situations. Circle Yes or No and support your answer.

MY HOME	Yes or No	Why?
MY SCHOOL	Yes or No	Why?
MY NEIGHBORHOOD	Yes or No	Why?
MY TOWN	Yes or No	Why?
MY STATE	Yes or No	Why?
MY COUNTRY	Yes or No	Why?

LESSON 5: ASSESSMENT
WHAT RESPONSIBILITIES DO INDIVIDUALS HAVE TO UPHOLD HUMAN RIGHTS?

Read the *Los Angeles Times* article entitled, "'Monitors' Target INS Registration" to answer the following questions.

1. When was this article written?

2. Which group of people is affected by deadline set by the U.S. Immigration and Naturalization Service (INS)?

3. Choose three individuals mentioned in the story to complete this chart.

Name	Situation	Action Taken

4. List one or two things this tells you about life in the United States when the article was written.

LESSON 5: ASSESSMENT

'Monitors' Target INS Registration
They will watch outside offices, saying abuses mark effort to keep tabs on Middle Eastern men.

By Teresa Watanabe
Los Angeles Times Staff Writer

January 9 2003

[Note: This document was unavailable for inclusion in the on-line version of this curriculum.]

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LESSON 5: ASSESSMENT
ESSAY EXAM RUBRIC

(A)
Thoroughly answers all parts of the question
Supports answers with rich details
Incorporates multiple sources (class notes, documents, text)
Insightful analysis
No factual errors or omissions
Well-organized essay with no grammar or spelling mistakes

(B)
Answers all parts of the question
Supports answer with details
Incorporates several sources (class notes, documents, text)
Some analysis
No factual errors; may have some omissions
Organized essay with few grammar or spelling mistakes

(C)
Answers most parts of the question
Some support for answer
Incorporates few sources (class notes, documents, text)
Little analysis; mostly fact recall
Mostly organized but has grammar and/or spelling mistakes
Contains few factual errors or omissions

(D)
Answers only part of the question
Minimal support for answer
Incorporates no source material
No analysis
Somewhat organized essay with grammar and/or spelling errors
Contains factual errors and/or omissions

Unacceptable
Inadequately deals with the question
No supporting details
Incorporates no source material
Poorly organized essay with many grammar & spelling errors
Many factual errors or does not cover topic adequately

Your score _____