

by The Raoul Wallenberg Committee of the United States



HEROES
A Study of

♥ **TALENTS** ♥ **INTELLECT**

BE A
HERO♥IN♥TRAINING
MAKING A DIFFERENCE
USING YOUR
♥ **HEART**

PROGRAM OVERVIEW

Near the end of World War II, a 31-year old Swedish businessman, Raoul Wallenberg, volunteered to leave the safety of his peaceful homeland and travel to war-torn Budapest to

save the lives of Jews threatened by the Nazis. Hungary had the largest remaining Jewish community left in Nazi-occupied Europe. Through the use of forged protective passports of his own design, Swedish safe houses, and his influence on political authorities in many spheres, he was able to save the lives of more than 100,000 Jews in six months. He did this without ever resorting to violence.

On January 17, 1945, Raoul Wallenberg was arrested by Soviet troops on unknown charges, and tragically disappeared into the prison system. He was never again seen as a free man. The search for the Truth about his fate continues.

For his heroic actions, the United States, by a Joint Act of Congress, named Raoul Wallenberg an Honorary Citizen of the United States in 1981. He stands alongside Winston Churchill, the Marquis de Lafayette, and Mother Teresa as sole recipients of this great honor.

It is because of the heroic and humanitarian action of Raoul Wallenberg that A STUDY OF HEROES is brought to you. By sharing these heroes' stories with students of all ages and exploring the issues surrounding personal responsibility, generations to come will understand and keep the principles of heroism and peace alive.



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PROGRAM FOUNDATIONS

A Timeless Legacy

"The heroes of a nation reflect the values of its people."

The stories of true heroes are timeless, and must be passed from generation to generation. They provide a legacy of hope. In *The New York Times* Op-Ed section on April 23, 1991, Joseph Epstein wrote of this legacy when he observed that *"...heroes teach how various are human gifts, how powerful is determination in human achievement, how nothing is accomplished in the world without effort, unremittingly repeated."*



The Origin of A STUDY OF HEROES

A diverse network of school communities, both public and private, participated in the pilot program for the development of A STUDY OF HEROES. Schools in North Carolina and the New York metropolitan area, in settings ranging from inner-city and suburban to rural,

ROSA PARKS



opened their classroom doors to work collegially with the program developers. As a result, today, by its inherent content and flexible design, HEROES addresses the educational standards,

needs, and interests of diverse communities across the nation. Teachers, students, parents, counselors, media specialists, administrators, librarians, social workers, school secretaries, custodians, staff, and other community members were among those who had direct input into the development of this program.



The Structure of A STUDY OF HEROES

A STUDY OF HEROES is a classroom-tested program that readily fits into existing curricula. The program includes an Instructor's Guide; 22 Hero Profile Units (approximately 60 pages each) containing an array of student activities and worksheets that integrate skill areas such as history, reading, creative writing, political/social topics, debate, conflict resolution, the arts, research, character education and service learning. Additionally, there are eight Companion Units.

The instructional materials are developed for three readability levels, diverse skill development, and varied attention spans. All three levels are included in each unit. These materials can be easily adapted for use with varying skill levels or to reinforce content skills or concepts. Educators can elect to use any or all of the HEROES units, in any order.

Rather than the inflexible, tightly sequenced, and prescriptive design of many curricula, the HEROES Program units provide teachers from Kindergarten-12+ and adults, community organizations, and scouting/youth groups with an abundance of easy to use, unique resources. The program materials are content-rich and draw heavily upon the cognitive, affective, inquiry and psychomotor domains. Resources such as A STUDY OF HEROES encourage the instructor to become a creative and astute decision-maker. The

instructor "owns" the program and determines when and how HEROES is employed. We know that the instructors are most familiar with their own academic priorities and time constraints. This program is an instructional time-saver; is enjoyable for the instructor to use; and is highly engaging for students of all ages. Support for the program's format came from general education, bilingual, remedial, and "gifted and talented" teachers, as well as from administrators, parents, specialists, librarians and counselors in the pilot schools.

The more than 1800 pages of instructional resources are unbound for flexibility and ease of use. All materials are copyrighted to be reproduced for use within the building for which HEROES was purchased. The entire resource collection itself is packaged in binders to facilitate both storage and use.

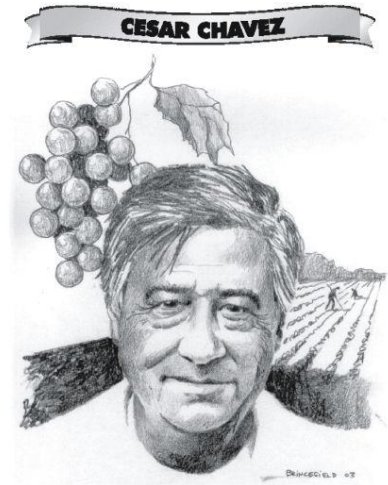
Focus of the Program

All elements of this reproducible program reinforce basic skills, encourage family involvement and intergenerational discussion about the motivations, actions, and character of heroes. It provides inviting and creative activities for students; stimulates social problem-solving strategies; encourages *invention*; brings the community into the classroom and *vice versa*; permits flexible instruction; and includes many ways to say "thank you" to all who support and participate in the HEROES Program. Character education, nonviolent conflict resolution strategies, and service learning are at the heart of this program.



Variety in Interdisciplinary Instructional Formats

The HEROES Program resources incorporate many subject areas, including language arts, history, fine arts, social studies, performing arts, journalism, geography, reading, poetry, storytelling,



oration, creative writing, and mathematics. Instructors have the opportunity to use the resources in an endless variety of instructional formats, including whole class instruction, small groups, cooperative learning, independent study, committee and club work plus community service and field experiences.

Special Projects & Events

An array of special projects and events complement and showcase the students' work. Such activities include: a "Heroes Fair"; a "Heroes Quilt"; original songs and theatrical productions; a "Heroes Garden"; community surveys; dioramas; social commentary cartoons; interpretive dance; letter writing; murals; a "Heroes Hall of Fame"; photo essays; debates; role-plays; games; puppet shows; creative research and technological projects. Creative expression is nurtured throughout HEROES.

A Complement to Existing Curricular Requirements

The HEROES resource collection bolsters existing interdisciplinary curricular requirements, including those in character education and conflict resolution. To complement most curricular guidelines and to address

STUDY OF HEROES: An Overview

the standards, HEROES provides the following emphases:

1. The hero within yourself;
2. The hero in the school, community, culture, and world;
3. Differences between the "hero" and the "celebrity";
4. Biographical sketches of real heroes;
5. Research methodologies, technologies, and ethics.

Empowerment of Individuals

A STUDY OF HEROES goes far beyond simply reading historical biographies. It is not just about the past. This program emphasizes the present and the future. It enriches people's lives. It requires the appreciation of historical context. But, perhaps most important, it inspires students to discover their inner strengths, compassion for others, a sense of *right* and *wrong*, strategies for resisting negative peer pressure, and a celebration of and tolerance for diversity. Students realize that every individual has the power to make a positive difference in the lives of others.

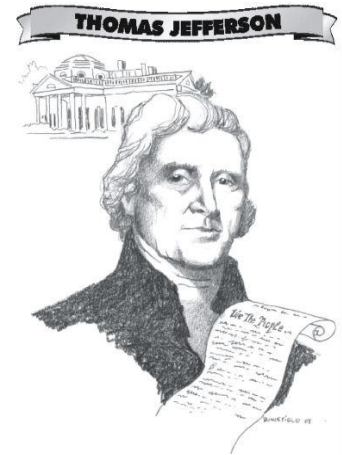
A Multicultural Focus

Among the selected featured individuals are men and women from different historical periods and regions of the world. They are people of various ages, different races, diverse religions, numerous ethnicities, cultures, and areas of accomplishment. These individuals did not plan to become heroes, but they found themselves,



often unexpectedly, in situations where circumstances offered opportunity to act heroically.

Some gave their lives for the benefit of others; several performed simple acts of kindness that affected others in a positive way. All provide positive role models for students everywhere.



Hero: A Concept to Explore and Debate Before Applying

Rather than simply defining the concept 'hero' or designating individuals to be 'heroes', students are asked to explore the concept's meaning and attributes. Then, through discussion and debate, they determine who is truly worthy of being called a 'hero'.

P R O G R A M A I M S & G O A L S

The following aims and goals permeate all aspects of A STUDY OF HEROES:

1. Instructional Aims
2. Cognitive Goals
3. Affective Goals
4. Inquiry Goals
5. Basic Skills Goals
6. Psychomotor Goals

Instructional Aims

The students will:

1. Understand the concept of a "hero" and the importance of heroic acts.
2. Distinguish between the concept of "hero" and the concept of "celebrity" while recognizing that they are not always mutually exclusive.
3. Learn to distinguish *right* from *wrong*.
4. Gain purpose and control over their own actions.
5. Use strategies for overcoming negative peer pressure.
6. Discover and utilize their inner strengths.
7. Foster and value personal involvement in the development of nonviolent strategies for conflict resolution.
8. Value character development.
9. Share the stories of Raoul Wallenberg and other heroes with people whom they know.
10. Recognize and value the potential hero within themselves and within others in their school, family, and community.



In determining whether or not a person is a *real hero*, one must first place him or her in a carefully and objectively researched analytical framework.

To do so, we suggest students research the 'times' in which individuals have lived by constructing an analytical framework within seven contexts:

- the historical;
- the geo-political;
- the cultural;
- the socio-economic;
- the technological;
- the environmental; and
- the intra/inter-personal.

Cognitive Goals

The students will:

1. Understand and appreciate that the concept of "hero" means different things to different people.

2. Comprehend that people are not born *heroes* nor must they act heroically all the time; rather, they recognize and are prepared to seize opportunities to make a positive difference in the lives of others.

3. Increase their understanding that heroes come in all shapes, sizes, ages, religions, races, and ethnicities, and need not be famous or wealthy.



Historical Framework

To understand any individual, it is important to understand the 'times' in which he or she has lived. Once such an analytical framework is constructed, a student will be able to ask meaningful research questions and subsequently appreciate the complexities of the answers they find.

STUDY OF HEROES: An Overview

4. Acquire a heightened awareness of heroic acts within their own culture, community, school, and families.
5. Comprehend that one person's *hero* may be another person's *adversary*.
6. Identify nonviolent and safe strategies for resolving conflicts and know when to ask others for help.
7. Increase their knowledge of and share with others the unresolved story of Raoul Wallenberg, one our nation's four honorary citizens.
8. Evaluate whether or not a person is a real hero by placing him or her in a carefully and objectively researched historical and contextual framework.

Affective Goals

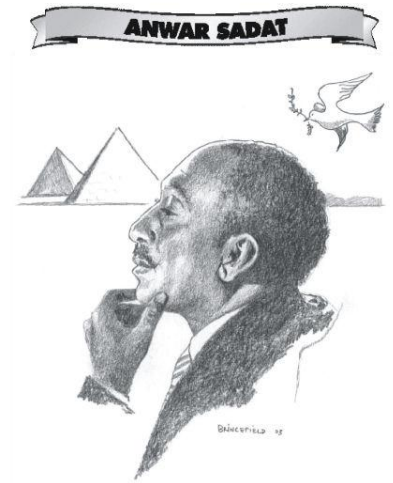
The students will:

1. Develop sensitivity to the needs, feelings, beliefs, and interests of others while respecting their own beliefs and principles.
2. Display concern and respect for the ideas of *nonviolent heroism*, *humanitarianism*, and *courage*.
3. Value, aspire to, and apply the concepts 'Everyday Hero' and 'Quiet Hero' by making a positive difference in the lives of others through actions such as caring and random acts of kindness; the restoration of hope to the hopeless; nonviolent conflict-resolution; resisting negative peer pressure; and preempting hurtful verbal and nonverbal actions including bullying.
4. Work cooperatively with others for the betterment of their own character and



to help improve the health, safety, morale, dignity, and self-worth of others.

5. Appreciate the heroes of the past and present, while discovering the potential hero within themselves, and prepare to be a future hero – in large or even very small ways.



6. Value the many reasons and ways we pay tribute to our heroes.

7. Internalize within one's values, actions, and outlook the essence of sound character and 'heroic traits' such as: *respect; responsibility; civility; empathy; caring; compassion; honor; fairness; trustworthiness; honesty; hope; cooperation; independent thinking; justice; patience; perseverance; tolerance; diligence; integrity; vigilance; sharing; generosity; forgiveness; responsiveness; inventiveness; appropriate curiosity and joy; welcoming others; wit and wisdom; creativity; being genuine.*

8. Appreciate the historical evolution of national traditions and values and the roles of heroes in setting national expectations and goals.

9. Welcome and celebrate diversity in all aspects of life; while valuing the 'shared humanity' of all people.

10. Appreciate the difference between fictional heroes, cartoon heroes, super heroes, and real heroes.

Inquiry Goals

The students will:

1. Learn how to ask questions about heroes and then research, gather, and organize data and information about past and present heroes.

STUDY OF HEROES: An Overview

2. Investigate the traits of real heroes and learn to identify and analyze them from gathered data and information.

3. Compare and contrast attitudes about heroes from people of all ages in their own cultures, communities, and families.

4. Discover, through personal reflection, heroic traits in themselves and others.

5. Develop state-of-the-art research skills and employ ethical research strategies to discover more about heroes.

6. Develop independent and critical thinking skills as well as group decision-making skills designed to encourage open discussion and nonviolent, negotiated settlements to conflicts.

Basic Skill Goals

The students will:

1. Develop research skills to use in the study and identification of heroes, including: observational skills; technological skills; interviewing skills; data collection skills; recording skills; analytical skills; interpreting skills; synthesizing skills; evaluation skills; and oral, written, and computer skills for reporting their findings.

2. Develop the ability and skills needed to: pose and frame appropriate and challenging research questions; select the 'best' research tools, resources and methods; and apply and share most effectively their research findings with others.

3. Validate and transfer information to, and interpret information from, multimedia resources including: maps, graphs, tables, charts, time lines, statistical representations, graphics and articles, obituaries, works of art, and the sites on the World Wide Web.



4. Employ reading, writing, mathematical, scientific, computer, and/or artistic strategies and techniques to research, develop, analyze, evaluate and validate information about heroes.

5. Embrace diverse strategies to express oneself creatively and to share the stories of real heroes with others. For example, explore the concept 'hero' and its applications through: poetry, writing, storytelling, drama, digital design, painting, sculpting, music, dance, puppetry, role-playing, oratory, photography and film.

Psychomotor Goals

The students will:

1. Employ and manipulate diverse media and technology to research, report, and share their studies of heroes.

2. Use kinesthetic, visual, auditory, tactile, and coordination abilities to explore and express information about and interpretations of the concept 'hero'.

3. Demonstrate a sufficient attention span and dexterity when exploring, discussing, presenting, and researching 'heroes'.

4. Employ body language and interpretive movements to creatively express knowledge and feelings related to real heroes.



HOW TO TEACH THIS PROGRAM

Introduction

A STUDY OF HEROES is designed for you, as an instructor, to make it your own. Use your expertise and firsthand knowledge of your students' strengths, needs and interests when deciding *which* units and featured individuals your students will study; *when* and *why* the students will study them; and *what* and *how* they will learn about them.

A STUDY OF HEROES has a unique design. It is a flexible resource collection not a traditional tightly sequenced curriculum. HEROES has been designed to be 'easily' dropped into existing curricula and instructional programs or to be implemented as a separate course of study. HEROES resources can be used in whole or in part and in any sequence. Activities are designed to be adopted or adapted and easily *mixed and matched* in an endless number of ways among the 30 units.

You can teach the 22 Hero Profile Units and 8 Companion Units in any order. You can use as many or as few activities and units as you deem appropriate. Instructors' selections may change from classroom to classroom and from year to year based on instructional styles and standards, as well as on practical and philosophical constraints.

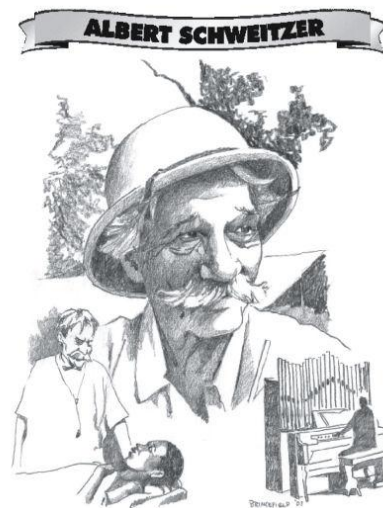
Instructors in our pilot schools recommended that the program not impose a strict definition of the concept of "hero" on the students. They echoed: "*Let the students grapple with the concept before they reach its defining characteristics.*" In each Hero Profile Unit, the students are asked to analyze whether the featured individual is a 'hero' and to justify their opinion with facts. HEROES stimulates dynamic debate and democratic dialogue not only in classrooms but also, when shared, at home and in settings for all ages throughout the community.

Before you begin your work with students, hold a discussion about HEROES not only with all members of your school's faculty, administration, and extended staff but also with your school's Parent Association and, if

possible, with community leaders. Get them involved early so that they may participate, support, and share their own ideas about heroes with the students.

A STUDY OF HEROES stresses both academic skills as well as character development while bringing the classroom into the community and the community into the classroom. Conflict resolution, issues of *right* and *wrong*, community service, leadership, and civic responsibility are inherent to A STUDY OF HEROES.

'*Character development*' does not stop at the classroom door. It extends to the *whole life* of the student. With this in mind, HEROES has been designed to reach out to and touch all aspects of a student's life.



Heroes Units: A Suggested Instructional Sequence

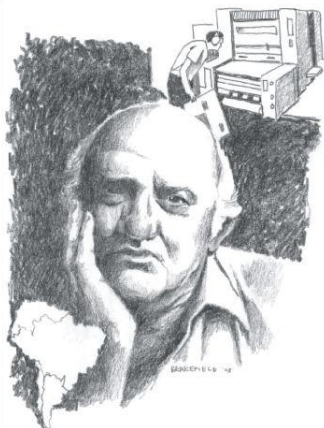
Remember, you control the *who*, *what*, *when*, *how*, and *why* of the curricular decision-making process for using the STUDY OF HEROES resource collection. The following outline provides not only the titles of the 8 Companion Units (*) and 22 Hero Profile Units but also an optional suggested instructional sequence for those who find such guidance helpful.

Of course, as stated before, the 22 Hero Profile Units in particular, may be used in any order.

Unit Titles

- **Getting Started: Evaluating Personal Perspectives On Our Heroes ***
- **Heroic Character Traits from A to Z ***
- **Raoul Wallenberg**
- **Harriet Tubman**
- **Mahatma Gandhi**
- **Eleanor Roosevelt**
- **Rosa Parks**
- **The Dalai Lama**
- **Anwar Sadat**
- **Abraham Lincoln**
- **Pope John XXIII**
- **Chai Ling: Student at Tiananmen Square**
- **Martin Luther King, Jr.**
- **Andrei Sakharov**
- **Mother Teresa**
- **Helen Keller and Annie Sullivan**
- **James Cheney, Andrew Goodman, and Michael Schwerner**
- **Jacobo Timerman**

JACOBO TIMERMAN



HELEN KELLER & ANNIE SULLIVAN



- **Cesar Chavez**
- **Roberto Clemente**
- **Albert Schweitzer**
- **Arthur Ashe**
- **Chief Wilma Mankiller**
- **Thomas Jefferson**
- **A Hero of Your Choice ***
- **A National Tradition: Heroes, Holidays & Hoopla ***
- **Heroes: Generation to Generation ***
- **The Hero Within Yourself ***
- **Educators as Heroes ***
- **Researching Heroes: Ethical Strategies, Tools & Technology ***
- **The Instructor's Guide** can and should be used as a reference at anytime. We recommend that you familiarize yourself with its offerings when initially perusing the HEROES materials.

Heroes Units: Descriptive Highlights

The following descriptions of all 30 HEROES units offer a preview of content and instructional strategies.

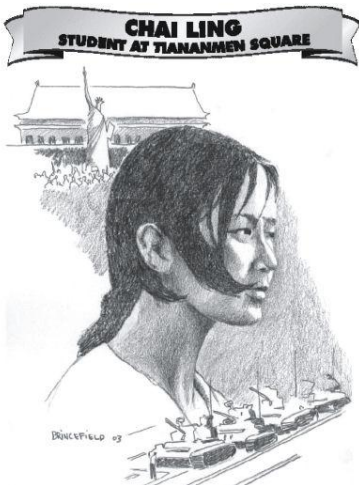
• Getting Started: Evaluating Personal Perspectives On Our Heroes

It is recommended that you begin with this Companion Unit, using it for diagnostic, formative, and summative evaluation and assessment purposes. With this unit, you will be able to learn your students' opinions of and prior knowledge about heroes. Revisit this unit periodically as your students advance with their study of heroes. By doing so, you will be able to set your students' initial responses as a baseline and then assess their progress as their heroes-related knowledge, skills, and attitudes evolve.

• Heroic Character Traits From A to Z

Follow the prior diagnostic and evaluation unit with the Companion Unit entitled "Heroic Character Traits from A to Z." This unit introduces the concept of heroes by identifying the 'heroic traits' found in most real heroes -- one per letter of the alphabet.

After assessing your students' understanding of heroes and introducing hero character traits, teach as many of the 22 biographical Hero Profile Units as you like,



beginning with the *Raoul Wallenberg* Unit. Then, complete your study of heroes with any of the six other Companion Units that you deem appropriate for your students.

• The Twenty-Two Hero Profile Units

1. All the Hero Profile Units follow the same basic format. First, review a whole unit, and then pick and choose which activities are most appropriate for your students and your instructional time constraints.



The materials in each unit are organized in three levels, from the most complex to the most basic.

Each unit begins with general instructions for using the unit and suggested activities for instructors.

Following is a fascinating time line listing social and political events, medical and technological inventions and discoveries, and other interesting events that took place during the hero's lifetime. This time line should be read by or to the students (as age appropriate) at the beginning of the unit. The time line sets the stage for beginning the construction of the historical framework which will enable students to understand and appreciate the 'times' in which the featured individual lived.

Next are readings and activity sheets for students at three readability levels. Each of the three levels, found in all 22 of the Hero Profile Units, contain different details and activities, with level III containing the richest detail and Level I typically providing the simplest content-rich activities.

2. Instructors of all three levels should read the hero biography contained in Level III of each unit. This reading provides background information useful for instruction at all three of the levels. The biographies are also used as a student reading at Level III.

3. The "Sharing" sections at the end of almost all the student activity sheets encourage intergenerational communication about heroes. It is hoped that students will discover the hero within themselves, their families, their communities, and their cultures.

STUDY OF HEROES: An Overview

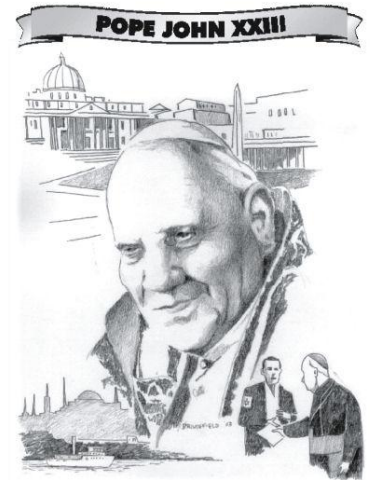
4. The Hero Profile Unit's materials are designed to prompt discussion and debate of historical and contemporary social issues and the various roles heroes play in shaping our lives and the future of the world.
5. After students learn about a particular hero, they are directed to retell the story of the hero through creative formats.
6. Geography is included throughout the units and should act as a reference when reading the biographies, conducting research, and creatively sharing the stories of heroes with others.
7. There are many opportunities to integrate 'Career Education' content and activities. Invite guest speakers to the classroom and/or plan field experiences to add depth to career studies.
8. Discussion and hands-on activities about conflict resolution, negotiation, and leadership abilities revealed in the biographical readings and related activities are emphasized.
9. Also emphasized in the biographical readings, as well as in related activities, is the importance of understanding the historical context of each hero's life. Discussed are technologies, political issues, risks and dangers, conflicts and resolutions, and general social practices common to the hero's lifetime.

COHORTS FOR CIVIC COURAGE

James Chaney Michael Schwerner Andrew Goodman



10. Remember that these units were designed as a possible complement to mandated curriculum materials. They reinforce 'the basics,' and encourage critical thinking skills. They emphasize character development and can be useful in guidance, advisory, and counseling sessions. These units can be used within a wide range of academic disciplines, including art, music, creative writing, vocabulary development, dramatics, letter writing, mathematics and statistics, journalism, and storytelling.



- **A Hero of Your Choice**

This Companion Unit requires each student to identify a hero of his or her own choice. The hero may be someone the student knows personally, has heard or read about, or someone whose heroic actions have sparked an interest. The selected hero may or may not be famous.

- **A National Tradition: Heroes, Holidays & Hoopla**

This Companion Unit initiates discussion about the many ways in which heroes are honored. The activities may be used to initiate student research about contemporary holidays, their significance, and when and why they were established.

- **Heroes: Generation to Generation**

The activities in this Companion Unit help students explore the concept of *heroes* with members of a different generation. Ideally, the students will interview people from a range of generations. In addition to helping the students explore how the concept of *heroes* changes over time, the activities teach interviewing, recording, and reporting skills. Many of these activities grew out of a program developed as a part of HEROES in one of our pilot schools where inner-city Sixth Graders

visited on-site with patients and residents in a nearby Home & Hospital. The interactions between the generations sharing 'who their heroes are/were' proved to be 'magical' ... in all respects!

- **The Hero Within Yourself**

This Companion Unit is, perhaps, the most important in the collection. The activities help students make an amazing discovery: *they realize that they all have the potential to be heroes.* Additionally, they realize and appreciate that they have the self-respect and respect for others to reach out and make a positive difference in the lives of others. Moreover, they learn that they need to stop, look, and assess a situation, and then decide when to act, not act, seek the help of others, and/or tell an adult. The activities in this Companion Unit reinforce the belief that a hero can be any age, and that an act of heroism can be large or small and can occur frequently or once in a lifetime.



- **Educators as Heroes**

The purpose of this Companion Unit is to convey to students that many educators are valued by students, young and old, to be *real heroes*.

Students identify educators who are special in their lives; interview others about who their 'Hero Educators' are or were; and analyze why those educators are considered to be *real heroes*; share information they learn with their classmates; and try to contact the 'Hero Educators' to let them know what they have meant to them, to others, and to the community.

- **Researching Heroes: Ethical Strategies, Tools & Technologies**

With the activities in this Companion Unit, the students will research heroes. In doing so, they will collect from local community, national, international, and special interest newspapers; magazines; journals; personal interviews; letter writing; online computer reports; and

television and radio reports. They will locate multimedia resources to gather information about people whom they believe to be heroes. They will design and employ questionnaires or hold interviews with or about heroes, and write anecdotal reports about the heroes. Most important, they will draw the information about heroes from a diverse, credible, and reliable research base.

When conducting research, 'good character' and ethics are involved. Students learn to check their sources, confirm the accuracy of information, recognize any "editorial slants or bias," and give appropriate

acknowledgement to their sources. They learn to respect copyrights and learn how to acquire permission to use information or materials when needed. This Companion Unit helps students learn the correct formats for citations whether for: newspapers; magazines; journals; television; radio; works of art; the Internet; monuments; archives; special collections; or from anecdotal reports and interviews.

For younger students, the instructor may help students to create a basic research 'scrapbook' about heroes. All

the directions for this project are included in this unit. Also included are "safe" websites that we have reviewed and recommend.

- **The Instructor's Guide**

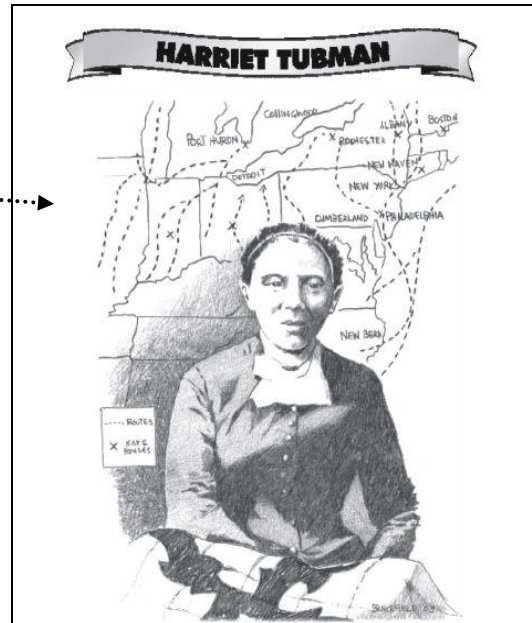
The Instructor's Guide serves as a ready reference before, during, and after the implementation of HEROES. It offers the following:

1. **Program Aims and Goals**
2. **Expanded "How To Teach HEROES" Options**
3. **Sequence of Instruction Alternatives**
4. **Special Events and Projects**
5. **Recording Grids: Addressing Curricular Development and Instructional Standards**
6. **Additional Creative Instructional Strategies**
7. **Users' Observations & Recommendations**
8. **References**

SAMPLE PAGES

The following illustrations show selected student activity pages from all three levels of the program. While the complete program contains more than 1800 pages, the following samples highlight some important and recurring program elements that will help you to evaluate A STUDY OF HEROES as an effective academic and character development resource for your school or organization.

Every unit begins with engaging 'Teachable' Cover Art. The art invites inquiry, research, and sharing.



A Study of Heroes Page 5, Abraham Lincoln

Suggested Activities

(Note: Letters to the right of the text refer to related special events and projects described in the *Instructor's Guide*.)

LEVEL III	LEVEL II	LEVEL III
<ul style="list-style-type: none"> • If possible, plan a class trip to Washington, D.C. Include a stop at the Lincoln Memorial. Have the students read the Gettysburg Address as it appears on the large granite wall. Then go outside and discuss how the words and the architecture of the Memorial made the students feel. Back in the classroom, have the students write an essay or poem, from the perspective of a Union or Confederate soldier who fought in the Civil War, about what they saw and felt. • Have the students debate whether Lincoln is a hero. • Have the students debate whether Lincoln was one of our greatest presidents. Be sure they research and prepare their positions thoroughly. • In a "You Are There" format have the students recite from memory, when possible, the Gettysburg Address. Assign them the role of Abraham Lincoln and have them answer questions in that role. 	<ul style="list-style-type: none"> • Using papier-mâché and chicken-wire and wood frames, have the students create a life-size (tall) figure of Abraham Lincoln. They can use recycled paper to add to the papier-mâché mixture. Then, have them tape record a "Hi, I'm Honest Abe" autobiography" and place the recorder behind the figure. They can then invite people to stop and listen to Lincoln speak! • Have the students research and write reports about Abraham Lincoln. Then, have them, either independently or in groups, mime a part of his life in front of the class. The other students should try to guess what part of Lincoln's life is being mimed. Once each act is guessed and perfected, all of the mime acts can be performed chronologically in another class. The other class will be the story of Abraham Lincoln from watching the mime show. 	<ul style="list-style-type: none"> • Ask the students to imagine that they lived from 1809 to 1865. Ask what they think life would have been like in the midwestern states. (Tell them the names of movies and television shows about that period.) Have the students form committees to research what life was like in the following areas: home life; schools; transportation; shopping; dangers; types of housing; recreation; clothing; jobs; heating and cooling systems; medicine, diseases; personal hygiene; cleaning; house/chores; and so forth. Next, read the students a short story about Abraham Lincoln. Show them the pictures. Include descriptions of life in that period. Then stretch out a large sheet of paper and have the students draw a mural of Lincoln in a town. The members of each committee should draw into the mural something illustrating what they learned from their research. Role-play the role of Abraham Lincoln and act out in costume a vignette depicting one or more aspects of his life. If possible, videotape the role-play and

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Every unit contains a 'Suggested Activities' page.


These group activities, which supplement the student activity sheets in fun and creative ways, were developed for three readability and skill levels plus for varied attention spans.

Most of these group activities are coded to relate to special events and projects detailed in the *Instructor's Guide*.

STUDY OF HEROES: An Overview

A Study of Heroes Level I Page 91, Eleanor Roosevelt

Eleanor Roosevelt: *First Lady of the World*



Instructor Information

Profile

Anna Eleanor Roosevelt was born on October 11, 1884, in New York City. She lived with her family in a townhouse in the City. Her family was wealthy, prominent, and powerful. Yet as a child, Eleanor was plain and awkward. Her mother found her to be a disappointment, and her mother's disfavor made Eleanor nervous. Eleanor loved her father, but he was sent to a sanitarium because of his alcoholism when she was only six. When Eleanor was eight, her mother and brother died from diphtheria. Eleanor then lived with her maternal grandmother, where she was treated harshly. Her grandmother had little tolerance for noise or play. Eleanor called her books her "best friends." They were a means of escape for the lonely and ill at ease child.


At the age of 15, Eleanor Roosevelt was sent to a girls' school near London, England. The headmistress demanded that the girls think, analyze, and express their own opinions. She had a profound effect on Eleanor, and she blossomed under her tutelage. She became energetic and revealed a gifted nature. She gained self-confidence, poise, and an outgoing, caring nature.

Eleanor's uncle Theodore Roosevelt became president of the United States in 1900. In 1905, while her uncle was still president, she married a distant cousin, Franklin Delano Roosevelt. Franklin D. Roosevelt served as a governor of New York (1929-1932) and then as president of the United States (1933-1945). Eleanor Roosevelt served graciously as the first lady throughout her husband's 12 years in the White House. Eleanor Roosevelt supported her husband yet developed her own rich and full life. She traveled, wrote a newspaper column, and expressed her ideas and opinions in radio broadcasts. She urged that social reforms be made for the less fortunate of the nation, whom she visited with often.

Level I

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Eleanor Roosevelt Level I A Study of Heroes



Eleanor Roosevelt was appointed an American delegate to the United Nations in 1946, and was admired worldwide for her humanitarian efforts. Eleanor Roosevelt died in her sleep in 1962.

Student Objectives

1. After hearing or reading the story of Eleanor Roosevelt, the students will appreciate how dramatically she changed when she was gently challenged to think for herself and to express her opinions.
2. The students will retell, in their own words, the story of Eleanor Roosevelt.
3. The students will justify their opinions about whether Eleanor Roosevelt is, or is not, a hero.

Points for Comprehension

Eleanor Roosevelt was the first lady of our nation for 12 years, but she developed her own independence. She is still admired for this independence, as well as for her untiring humanitarian work and advocacy for education and child labor laws.

Procedure

Select the student activity sheets that are appropriate for your students. Read them aloud to the students. These sheets can be used for individual, small group, or whole-class study. Encourage the students to share the story of Eleanor Roosevelt with others at home and in their neighborhood.

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Each Hero Profile Unit has "Instructor Information" at all three levels. Included are key details about the hero's life; student learning objectives; comprehension goals; and instructional procedures.

Each of the 22 Hero Profile Units contains a time line, adding a contextual reference for the students and reinforcing significant historical events. The time line does not depict elements of the Hero's personal life experience but rather reveals what was happening in the world during the Hero's lifetime.

A Study of Heroes Page 7, The Dalai Lama

Dalai Lama (1935 –)

During the Dalai Lama's lifetime, the following events, inventions, and discoveries occurred:

1935 The first major league night baseball game was played (in Cincinnati, Ohio).	1970 The floppy disk was invented.
1935 The Richter scale was invented.	
1936 Trailers became a popular home for many Americans.	
1937 The Golden Gate Bridge in San Francisco was dedicated.	1986 The U.S. AIDS epidemic gained national attention.
1938 Orson Welles aired his radio play "War of the Worlds," which panicked Americans with its realism. Many Americans thought the United States had been invaded by Martians.	1986 The U.S. space shuttle "Challenger" crashed on takeoff.
1940 The first antibiotic was developed, but it was too poisonous to use.	1988 The U.S. Senate ratified a treaty to protect the earth's ozone shield by a vote of 83-0. At the time, the United States was a major producer and user of chlorofluorocarbons.
1941 A large monument was unveiled at the site of the New York World's Fair of 1939-1940. It marked where a time capsule containing items about the 20th century culture as of 1941 was buried. The time capsule will be opened in the year 6939.	1989 The Exxon tanker "Valdez" ran aground in Prince William Sound, Alaska. It spilled 11 million gallons of crude oil, making it the worst oil spill in U.S. history and an environmental disaster.
1941 Franklin Delano Roosevelt coined the term "Four Freedoms" to describe what he felt were the building blocks of the new world: freedom of speech, freedom of expression, freedom of worship, and freedom from fear.	1990 An ice cream substitute is invented by food researchers. It is made from oat bran.
1955 Fiber optics was invented.	1991 During the television viewing season from 1990 to 1991 "Cheers" was the top-rated show. From 1991 to 1992, "60 Minutes" was the most popular.
1960 The mini-computer was invented.	

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STUDY OF HEROES: An Overview

A Study of Heroes Level III Page 11, Rosa Parks

People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically. No, the only tired I was, was tired of giving in.

— Rosa Parks

Rosa Parks: Mother of the Civil Rights Movement

By Bruce Cook

The highway ran alongside the creek bed. The creek trickled toward the south, the highway toward Montgomery, Alabama. In 1921 there was nothing but a dusty gravel road. In the distance, a school bus headed toward the public school there. On the bus were children, mostly barefoot, opposite direction. As the bus approached, the children resorted to their little frame schoolhouse, at A.M.E. Church, near the township line. The bus was new. The walk was nearly Pine Level public school was two stories high. The little frame schoolhouse had wooden shutters, and arrived early to chop wood for the stove. The children on the bus were black children running in the cotton field is that the bus had a habit of throwing trash on them.

Standing in that cotton field was a pug dog named Rosa. She had been sic young life, due mostly to chronic ton

A STUDY OF HEROES COPY

A Study of Heroes Level I

Meet Helen Keller Annie Sullivan

Helen Keller was born in 1880 in Tuscumbia, Alabama. Her "well-to-do." Her parents loved their healthy and happy baby. When she was one year old, she began to walk. Helen was a months old, Helen fell ill. She almost died.

When Helen recovered, she could no longer hear. Pretty so world of darkness and silence. She tried very hard to commu She would make gestures. She would make sounds. People d very frustrated. Soon she began to throw tantrums and s Graham Bell befriended Helen and her family. He helped th

Helen's parents hired a teacher to help her. The teacher was Annie Sullivan. Annie was only 19- years old, but she was a powerful teacher. She demanded a lot from her student. She had unlimited patience. Helen was confused at first. Her lessons did not make sense. Annie demanded that Helen work hard and not give up. To teach Helen, Annie would press her fingers into Helen's palm. The different ways of pressing meant different letters. Annie was spelling out words to name the objects in Helen's life. After much repetition, Helen learned that every object had a special name. She learned that the names of objects could be spelled out by hand gestures. A whole new world opened up for Helen.

Helen Keller also learned how to read and write in Braille. Braille is a code of pressed dots on paper that spell out words and numbers. (Sometimes you will see Braille next to the floor numbers on elevators today.) At age ten, Helen begged to learn how to speak. She used her sense of touch to feel the vibrations in the larynx of Annie's neck as Annie said different words. Helen would then feel her own larynx. She would try to imitate the sounds until the vibrations matched those she had felt on Annie's neck.

Helen went to college in Boston. She was an excellent student. With the help of Annie, Helen wrote essays and gave speeches all over the world. She wanted others to know about the challenges faced by the deaf and blind. She wanted people to understand the full potential of the

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Title: _____

Directions: After reading the following article, write a title for it. Then fold the paper in half like a book jacket. Design a front cover for the booklet. On the back cover, write a poem dedicated to Cesar Chavez. Then share the story of Cesar Chavez with others at home and in your neighborhood.

Do you believe that education is important? Do you believe that reading about great people can be an influential part of one's education? Do you believe that people should set a personal example for others if they intend to lead them in a fight for justice? Do you believe that there exists a unique relationship between employers and employees that should be rooted in decency, fairness, and justice? If you have answered "yes" to most of these questions, then you may one day walk in the shoes of Cesar Chavez.

Cesar Estrada Chavez was born 20 miles from Yuma, Arizona in 1927. Sixty-six years later, while on a business trip to Arizona, Cesar Chavez died during his sleep of natural causes. His life was devoted to correcting the injustices and indignities faced by the migrant farm workers in the United States. Cesar Chavez, a strong-willed individual of formidable character, was in appearance a frail man standing five feet, six inches tall. He had a shy awkwardness drawn from deep-rooted humility. This humility gave him a charisma that moved people and stirred them to pursue a nonviolent battle for justice. Chavez educated people to the plight of the migrant workers, which was a result of poor treatment by some of their employers and members of powerful agricultural businesses.

Cesar Chavez was an American patriot of Mexican heritage. His paternal grandparents had come to the United States in the 1880s. For the first few years of Cesar's life, his family enjoyed financial security and a modest income. He spent enjoyable days on his grandfather's carefully irrigated, large farm, and he would visit the grocery store owned by his father. When the Great Depression hit the country in 1929, as with so many other families, the Chavezes lost their financial security, lost the farm, and were thrown into the cruelties of poverty.

Cesar was only ten years old when he was forced to face the full brunt of both economic hardships and racial and ethnic discrimination. Cesar's family became migrant workers and lived in a wooden shack near the lettuce fields of Imperial Valley, California. On a good day, they earned just a little over a dollar for working grueling hours in the fields. Every day, Cesar would feel the sting of prejudice when he would see signs that read "No Dogs or Mexicans," or "Whites Only." Most of the migrant workers were Hispanic, and mainly of Mexican heritage. It was a time and it was a place where most schools, movie theaters, buses, restrooms, and other public facilities were segregated. The migrant families followed the harvest season of the crops, and rarely stayed in any one location for more than a few months.

Cesar never graduated from high school. He attended no fewer than 65 elementary schools, most for only a day, a week, or a couple of months. But Cesar Chavez valued education. Every opportunity would find him in public libraries reading biographies of great people such as Mahatma Gandhi and Saint Francis of Assisi. His self-education solidified his belief in justice, equality, compassion, and the dignity of all individuals.

As an adult, Cesar Chavez organized his fellow migrant workers into a union called the United Farm Workers of America (UFWA). He used nonviolent strategies such as a fast and strike, and even provoked his own arrest to draw public attention to the injustices faced by migrant workers. Cesar Chavez also led a boycott of table grapes, which resulted in better contracts and wages for the migrant workers. An estimated 17 million Americans honored the boycott and did not buy table grapes grown in the San Joaquin Valley of California. The public pressure and loss of income of the grape growers convinced them to sign the contracts.

Cesar Chavez brought irreversible, positive social change to the labor movement in the United States. In addition to better wages, the migrant workers' contracts now provided a pension, a health fund, unemployment insurance, disability, and worker's compensation, along with a five-day, 40-hour work week.

A Study of Heroes Level II Page 14, Cesar Chavez

(Level III)

(Level II)

The Hero biographical readings progress from the most complex in Level III to the simplest in Level I . Level III always starts with a quotation. Level II is only one page and is designed to fold as a book-jacket. Level I pages may be read by or to the students.

At Level III, the "Reflections" page provides in-depth questions designed to probe reading comprehension abilities, challenge research skills, and explore aspects of a hero's life and achievements.

A Study of Heroes Level III Page 23, Martin Luther King, Jr.

Reflections

To be used with the article "Martin Luther King, Jr.: Peaceful Fighter for Justice," by Sharon Linde.

- When faced with unjust laws, how did Martin Luther King, Jr. react? Who were the major influences in his life? How would you react if you faced unjust laws? Do you think any laws that exist today are unjust and affect you or people you know? If so, which laws?
- How did his father's work at the Ebenezer Baptist Church affect Martin Luther King, Jr.? How did Martin Luther King, Sr. respond when treated with disrespect because of his race? Give an example. How would you have reacted in a similar situation?
- At age six, M.L. was sorely confronted with the sting of prejudice. What happened? Have you ever felt such a "sting"? If so, what was the incident and how did you feel and react? Would you react differently today? If you have not experienced such an incident, analyze a similar hypothetical situation.
- What were the "Jim Crow laws"? Why were they so named? Which "Jim Crow laws" did Martin Luther King, Jr. personally fight?
- Debate the statement: "Public facilities can be just if they are separate but equal." Research how the American courts, after many decades, determined that separate does not mean equal.
- Why did M.L.'s father go to Israel and to Germany? How did that result in his father changing his own and M.L.'s names?
- At age 15, Martin Luther King, Jr. competed in a speech contest. He earned first place. On the way home, he and his teacher were forced to give up their seats on the bus so that white people could sit down. How did M.L. react? He later said he was angrier than he had ever been. How would you have felt? What would you have done? Analyze your and your classmates' feelings about deferring to others strictly because of race, religion, or nationality.
- Where did Martin Luther King, Jr. meet Coretta Scott? What attracted him to her? How did Martin Luther King, Sr. react to their intention to marry? What role has Coretta Scott King played in the ongoing civil rights movement?
- Recall that Martin Luther King, Jr. studied to earn his doctorate. What characteristics did this reveal? Why was education so important to Martin Luther King, Jr.? How did these characteristics affect him personally, professionally, and as a civil rights leader?

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STUDY OF HEROES: An Overview

Page 18, Mother Teresa
(CONTINUED)

People You Should Know

Identify each of the following people and how they identify themselves.

- Mahatma Gandhi
- Alfred Nobel

Careers

Explain how each of the following careers relate to Mother Teresa during the lifetime of Mother Teresa.

- educator
- nurse
- social worker
- missionary
- hospice worker
- linguist
- volunteer
- headmistress of a school
- nun

Discussion Questions

- Why does the subtitle of the article call Mother Teresa a citizen?
- Why did Mother Teresa become a citizen of India?
- How do you think Mother Teresa would react to the news that she was raised in the United States?
- Do you consider Mother Teresa to be a citizen of the United States?

Research Question

Mother Teresa received the Albert Schweitzer Award for Humanitarianism. She was compared to Schweitzer. Research the life of Albert Schweitzer, compare and contrast the two. Do you think Mother Teresa is a more effective humanitarian than Schweitzer?

A Study of Heroes Level III Page 17, Mother Teresa

Let's Discuss . . .

To be used with the article "Mother Teresa: Champion of the Poor," by Sharon Limón.

Vocabulary

Define the following terms. Discuss in what part of speech each is used in the article.

to be abandoned	dispensary	to live in rubble	prosperous
beloved	dowries	mediation	the Red Cross
Bengali	drastically	missionary	saint
bond	dying destitute	to mourn	salvation
a calling	earthquake	Nobel Peace Prize	sickbed
charter	faraway	novice	slums
cholera	geography	order	soup kitchen
to clothe	holy shrine	outskirts	squeamish
collapse	hope	pilgrimage	teeming
to bring comfort	hopeless	political unrest	tragic cycle
convent	hospice	presence	unsanitary
to die in peace	lepers	presentation	war-torn countries
disfiguring	leprosy	private possessions	wisdom
dismayed	to live hand-to-mouth		

Geographic Locations

Locate on a map where these places are and review how they relate to Mother Teresa. Then locate where you live.

• Skopje	• Jordan	• Rome, Italy	• Bengal, India
• Serbia	• Europe	• Patna	• India
• Albania	• Africa	• Calcutta, India	• Vatican City
• former Yugoslavia	• South America	• Darjeeling, India	• Bhopal, India
• Dublin, Ireland	• Australia	• Bombay, India	• Vatican City
• England	• The United States	• Delhi, India	

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In each Hero Profile Unit, "Let's Discuss" pages introduce vocabulary, geography, historical, vocational, research, and discussion components corresponding to the student readings at each of the three levels.

Within each unit, the students will use many academic and artistic skills, such as those shown in this mathematics/graphing and social studies activity as well as in this music/history instructional experience.

A Study of Heroes Level II Page 33, Harriet Tubman

Singing "Let My People Go"

Directions

It has been said that Harriet Tubman would sneak up to plantation cabins at night, where she would sing a spiritual song to alert the slaves inside that she was ready to lead them to freedom through the Underground Railroad. The song she sang in her clear and husky voice was "Go Down, Moses." Read the powerful words to this song.

*Oh go down, Moses,
Way down in Egypt's land,
Tell old Pharaoh,
Let my people go!*

*Oh, Pharaoh said he would go cross,
Let my people go.
And don't get lost in the wilderness.
Let my people go!*

*Oh go down, Moses,
Way down in Egypt's land,
Tell old Pharaoh,
Let my people go!*

*You may hinder me here,
but you can't up there,
Let my people go,
He sits in the Heaven and
answers prayer,
Let my people go!*

*Oh go down, Moses,
Way down in Egypt's land,
Tell old Pharaoh,
Let my people go!*

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A Study of Heroes Level III Page 23, Harriet Tubman

Graph the Distribution of Slaves in 1860

Directions

Using the data below, create a bar graph that shows the distribution of slaves in the slave states in 1860. Shade in the appropriate space using the horizontal guidelines. The horizontal axis lists increments of 20,000 people. Then research what was happening socially, economically, and politically in the United States in the year 1860. How did the practice of slavery affect life in the United States? Afterward, address the research question below.

Activity

State	Number of Slaves in 1860
Delaware	1,798
Maryland and Washington, D.C.	90,374
Virginia	472,494
West Virginia	18,371
North Carolina	331,059
South Carolina	402,406
Georgia	462,198
Kentucky	225,483
Tennessee	275,719
Alabama	435,080
Mississippi	436,631
Louisiana	331,726
Arkansas	111,115
Missouri	114,931
Florida	61,745
Texas	182,566

Note: Any good researcher checks facts and data in a number of sources. Look in several other reference sources to see if the data given here are correct. Can you find one important error in the data as presented here? Turn the page upside down to see the answer.

It was not until June 20, 1863 that West Virginia, the "Mountain State," became the 35th state to be admitted into the Union.

(Source: Adapted from Encyclopedia of American History, p. 759, edited by R.B. Morris [1976], New York: Harper & Row.)

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Almost all the student activity sheets provide a "Sharing" component, useful in engaging family, friends, and community members in discussions about heroes.

A Study of Heroes Level III Page 47, Raoul Wallenberg

Safe Pass: "Schutz-Pass"

Directions
Originally, the Schutz-Pass had the plain and unimpressive appearance of words printed on a mimeographed sheet of paper. Raoul Wallenberg's design was different. It used the blue and yellow of the Swedish flag. In the center of the Schutz-Pass, he placed the symbols of three crowns. Some believe these were to resemble the triple golden crowns of Sweden; however, others do not. His changes transformed the simple paper into an impressive document that saved the lives of tens of thousands of Hungarian Jews. Although this Schutz-Pass had no legal status, the Nazis believed it was genuine.

Activity
Study the Schutz-Pass designed by Raoul Wallenberg on the back of this sheet. The Hungarian side of the passport has been translated into English for you (and the German words on the left side have the same basic meaning).
(Note: We are grateful to Ladislaus Gold, who generously permitted us to reprint his Schutz-Pass. This document saved his life. He now lives with his family in Canada. Similar documents saved the lives of thousands of Hungarian Jews in just six months as World War II drew to a close. The English translation was done by Eva Lindenfeld, whose life was also saved by Raoul Wallenberg.)

Read the English translation of the pass, then write the definition of the following words and phrases.

1. Repatriation _____
2. Framework _____
3. Approval of _____
4. Foreign Ministry _____
5. Registered _____
6. Collective Passport _____
7. Living quarters _____
8. Under the protection of _____
9. Royal Swedish Legation _____
10. Void _____

Now design your own Safe Pass on another sheet of paper. Imagine that you must have a Safe Pass to travel freely and without harm within and outside your community. Explain what has happened in your country to cause such a situation. Include appropriate descriptions, symbols, colors, shapes, etc. in the design of your Safe Pass.

Conclusion
How would you feel if members of the Hungarian Arrow Cross were trying to arrest you in Budapest in 1944? How would you feel if someone gave you a Schutz-Pass? Discuss your responses with your classmates.

Sharing
Take this activity sheet home and share your own Safe Pass design with adults whom you know. Ask them the questions you discussed with your classmates. Share with them the story of Raoul Wallenberg, and how he saved the lives of more than 100,000 Jews.

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At all three levels, students find unique activities and engaging resources, such as studying a reprint of an actual *Safe Pass* designed by Raoul Wallenberg to save the lives of Budapest Jews during World War II.

A Study of Heroes Page 7, A Personal Perspective on Our Heroes

Be a "H.I.T.": A Hero In Training

Directions
You are a H.I.T.—a Hero In Training. Somewhere deep inside of you there is a hero. This hero is waiting to be called into action. Someday, somewhere, you may find yourself in a special situation. You will discover that you will make a difference in other people's lives. Maybe you have already been a hero. Know that no matter what, you can be a future hero! With that in mind, complete the following tasks.

Activity
List three personal traits that you think most heroes have:
1. _____ 2. _____ 3. _____

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At the heart of the HEROES Program is the belief that students will discover the potential hero within themselves.

Each Hero Profile Unit contains "Heroes in Training: Meeting The Challenge" (at each of the three levels) which assists the students in applying what they have learned about *heroic character* and apply it to diverse and realistic contemporary scenarios. Students draw upon their own character, problem-solving, and conflict-resolution skills.

A Study of Heroes Level III Page 27, the Dulai Lama

Heroes in Training: Meeting the Challenge

Directions
With two other classmates, read and discuss the following problem.

Imagine that a large, strong nation has invaded the small country in which you live. You are the political and religious leader of your people. You believe strongly in nonviolence and a policy of kindness, even toward your enemies. Your people are facing genocide. What will you do to help your people preserve their culture?

Activity
With your two partners, discuss and answer the following questions.

What is the problem presented?

How do you feel about the problem?

What do you want?

Without using violence, how would you solve the problem?

What risks would you have to take in solving the problem?

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Heroic values stand the test of time. Throughout the program, students interact with individuals from various generations, including neighbors, family members, seniors, and other adults in the community. They are encouraged to share information about their personal heroes and the times in which they lived.

The three levels of each Hero Profile Unit contain activities engaging students and assisting instructors to integrate varied subject and skill areas, such as geography, in all their studies about heroes.

Page 17, Heroes: Generation to Generation

A Hero's Time Capsule


Directions

Ask the adult whom you are interviewing to describe the **tools** and **talents** that his or her hero used to make a positive difference in the lives of others. After the interview, list these items on the lines provided below (under the words "Heroic Artifacts") as if you were filling a time capsule with these heroic artifacts. Then draw these in the capsule. Also complete the other information requested on this page.

Activity

Adult's name _____ Name of adult's hero _____
 Deeds accomplished by the hero _____

Heroic Artifacts
 (Include tools and talents used by the hero, symbols reflecting the hero, and any physical items reflecting the hero's deeds. List enough artifacts so that, if the time capsule were to be opened at a future date, people would know who the hero was and what he or she did that made a positive difference in the lives of others.)



A Hero's Time Capsule


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Page 35, Harriet Tubman

Trace Harriet Tubman's

Directions

In 1861, the Civil War between the states was raging. Study this map of the United States in 1861. Compare and contrast it with a modern map of the United States. Locate where you live on this map. Mark it with an X. Then, with a pencil, trace a path from where you live to where someone living in your town might have met up with Harriet Tubman in Maryland. From that point she would have led the person to freedom in the far northern states or made arrangements for him or her to travel to Canada.



Activity

Shade in the following states, which wanted to secede from the Union: South Carolina, Mississippi, Florida, Alabama, Texas, Georgia, Louisiana, Arkansas, North Carolina, Virginia, and Tennessee.

Sharing

Discuss the story of Harriet Tubman with others whom you know in your community. Share this map to show where she was born and where she went to seek freedom.

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Page 75, Anwar Sadat


A Handshake: What Does it Mean?

Directions

Have you ever seen people shake hands? Have you ever thought about why a handshake can be very important? Think about when people shake hands. Discuss with your teacher and classmates the many reasons why people shake hands.

Activity

Look at the drawing below, which shows (left to right) Prime Minister Begin, President Carter, and President Sadat shaking hands just after signing the Mideast Peace Treaty at the White House in 1979.



What type of handshake was this? _____

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Even fun and simple activities like this at Level I offer students the opportunity to explore many multicultural issues and customs. Such activities are easily adapted to all levels.

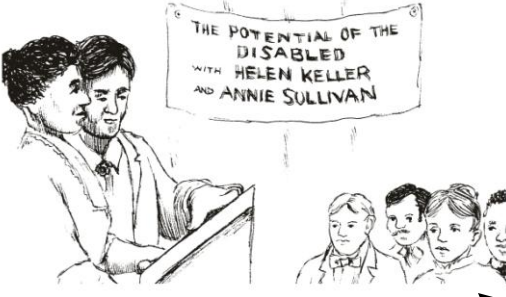
A Study of Heroes Level I Page 79, Helen Keller and Annie Sullivan

Be a Hero: Join Helen Keller and Annie Sullivan

As an adult, Helen Keller was asked to give speeches to groups. She was asked to educate group members about the needs of people who are challenged by blindness and deafness. In her speeches, Helen also talked about helping those who suffered from the hardships of other disabilities, illnesses, poverty, and the loss of hope. Many people had difficulty understanding Helen's voice. So Annie Sullivan was always at her side to help with translations when needed.

Activity

Draw yourself into the picture on the back of this page. Pretend you are helping Annie and Helen, or that you are seated in the audience listening to them. In the picture, Annie is assisting the audience to understand Helen's speech. Helen Keller wants the group to understand the needs and challenges of people who are blind or deaf. She wants them to understand the potential of blind and deaf people. How do you think Helen and Annie feel? How do you feel? What are you doing? How do you think the audience is reacting? What do you think the audience will do after the speech?



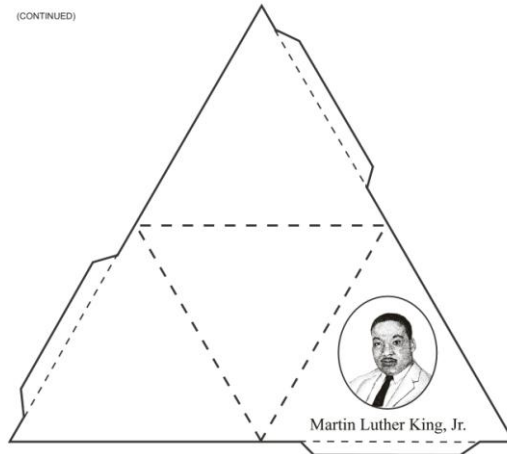
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A Study of Heroes Level I Page 105, Martin Luther King, Jr.

Build a Monument for Martin Luther King, Jr.

Page 106, Martin Luther King, Jr. Level I A Study of Heroes

(CONTINUED)



Martin Luther King, Jr.

Sample Pyramid

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A Study of Heroes Level I Page 91, Abraham Lincoln

Create an Abraham Lincoln Model

Activity

Create a movable model of Abraham Lincoln. Pieces to use for your model are on pages 59 and 60.

Directions

Cut out the model forms on the two pages. Then push brass-button clips through the forms at the matching dots. Allow enough "give" at each joint so that it is movable (so that the joints move).

In the box, draw what you want your model of Abraham Lincoln to look like when you dress him in costume. Once the figure is put together, color the model to look like Abraham Lincoln or dress him in fabric, paper, or decorations of your choice.

Use your model to act out what Abraham Lincoln might do or say. If you have made other hero models, introduce them to Abraham Lincoln.

Conclusion

Discuss what traits Abraham Lincoln had that made him, or did not make him, a hero.

Sharing

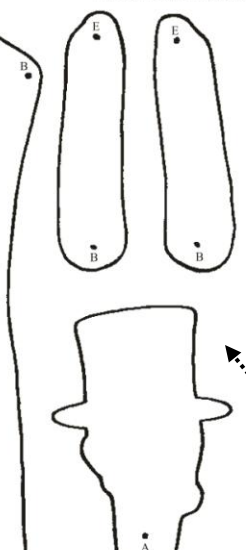
Take your model of Abraham Lincoln home. Share it with others whom you know. Use it to tell them the story of Abraham Lincoln and how he struggled to preserve the nation and bring an end to slavery.

[Source: This activity was created by Rosemary Mollo, a teacher at PS 11 in Queens, NY.]

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Level I Page 93, Abraham Lincoln

(Instructor Note: For best results, photocopy this page on stiff paper.)



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Art experiences are abundant throughout the HEROES Program and can be adapted easily for use with students of all ages.

For example, in Level I, students draw themselves into or role-play situations in which they 'meet' the featured individual. Who do they want to be and what role would they play? What questions would they ask the hero? What would they want to tell the hero? Do they agree with what the hero is doing? Why or why not?

Additionally, in Level I of each Hero Profile Unit, students are invited to *Build a Monument* to a hero and *Create a Model or Puppet* of a hero.

Expect the unexpected throughout HEROES. For example, in the Abraham Lincoln unit, enjoy a tasty bit of history. While preparing one of Mrs. Lincoln’s favorite White House recipes, Election Cake, one gains insights into the life and times of the period.

Students discover social, economic, political, and family traditions. Researching recipe ingredients and preparation reveal environmental and nutritional issues while encouraging students to discover the technologies and tools that shaped our heroes’ daily lives, practices and values.


Enjoy your research! Savor your findings!

A Study of Heroes Level III Page 27, Abraham Lincoln

Election Cake

Directions
One of the Lincoln’s favorite dessert at The White House was election cake. For many years, women did not have the right to vote. In some areas, women were traditionally expected to bake election cakes to serve to the men at the polling booths. There were many variations to the recipe. In all likelihood, this recipe was one of celebration for the Lincoln family. Study the recipe.
(Note: Rumor has it that in parts of New England this election-day tradition is still alive and well. Only now, the men bake the cakes and serve the women!)

Activity
With your classmates and instructor, bake an election cake following the recipe provided. While the cake is baking, stage a commemoration ceremony of the freedom of the slaves and the preservation of the Union of States. Also be sure to commemorate the end of the Civil War. It was a bloody war, which for a time split the nation and left scars and a legacy of conflict for many years.



Enrichment
If Lincoln had not been assassinated, do you think he would have run for a third term? Why or why not? Would you have voted for him? Write a paragraph explaining why or why not.

Sharing
Take this recipe home. With an adult whom you know, bake the election cake. Tell the story of Abraham Lincoln. Discuss whether Abraham Lincoln is or is not a hero.

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Page 9, Real Heroes From A to Z A Study of Heroes

Cc

C is for compassion.
A hero shows compassion for others.

Activity
A person who has compassion for others cares deeply about the feelings and needs of others. Do you know a person who has compassion? Do not have to be a homeless person. Explain why you think they are a hero if you need more time.

Dear

Sharing
Share your letter with your family. Explain how they think it is a hero.

Page 15, Real Heroes From A to Z A Study of Heroes

Ii

I is for independent.
A hero is an independent thinker.

Activity
It is important to be an independent thinker. Listen to what other people say. Consider their thoughts and feelings. Then decide what you think and what you feel. Don’t be afraid to speak up for what you think is right. Write about a time when you were an independent thinker. How did you feel? How did other people feel? How did you make your decision?

Dear

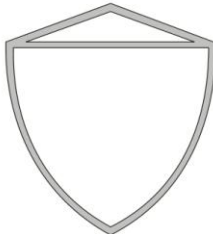
Sharing
Share your letter with your family. Explain how they think it is a hero.

Page 29, Real Heroes From A to Z A Study of Heroes

Vv

V is for valiant.
A hero is a valiant person.

Activity
A hero is a valiant person. The word “valiant” comes from the Latin word “valere,” meaning “to be strong.” Today, it means much more than just physical strength. Valiant means strength of character; having honor; and being powerful, brave, courageous, and heroic. Decorate the Medal of Valor worthy of honoring a valiant hero.



Sharing
Share your ideas about the meaning of the word “valiant” with your instructor, classmates, family members, and friends. As a class project, nominate people from your class or community who are valiant for the Medal of Valor award. Present the Medal of Valor to the person who wins the most votes.

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The Unit “Heroic Character Traits from A to Z” offers students a myriad of creative activities to explore the nature of heroic attributes while building vocabulary and discovering the etymology of such descriptors. Students of all ages enjoy and are challenged to develop their own Heroic Character Trait Alphabets!

WHO HAS USED HEROES

- Teachers & Instructors
- Administrators
- Counselors
- Librarians
- Social workers
- Parents, Guardians, and Foster Parents
- Professors
- Educational Specialists
- Teaching Aides and Para-Professionals
- Seniors, Retirees, & Grandparents
- Mentors
- Program Directors
- Community Leaders and, of course,
- Students of all ages
- Informal Parent/Guardian and Child Activities;
- Independent Living and Life Skill Centers;
- Foster-Care Programs;
- Social Workers Training Programs and Services;
- Core Knowledge Schools;
- Alternative Educational Settings;
- Teacher Centers for Professional Development;
- Senior Centers & Intergenerational Settings;
- Hospitals & Therapeutic Centers;
- Citizen and Leadership Programs;
- The Boys & Girls Clubs of Greater Washington;
- Harlem Day Charter School;

WHERE HEROES HAS BEEN USED

A STUDY OF HEROES has been used by over two million students, nationally and internationally, in exceptionally diverse venues:

- Public, Parochial, Independent, and Charter Schools(K-12+);
- Adult Education Programs;
- Gifted, Special Ed, Character Ed, ESL, and Service Programs;
- Counseling Programs & Advisory Sessions;
- GED Preparation Programs;
- Libraries & Media Centers;
- After-school, Enrichment, Camp Programs;
- Faith-Based Programs;
- Preventative and Rehabilitative Programs for At-Risk Populations and Juvenile Offenders;
- Community-based Organizations;
- Home-Schooling Programs;
- Derita Alternative Public School in Charlotte, NC, where HEROES became its comprehensive preventative program for middle and secondary school students (both the at-risk and/or juvenile offenders) was used on a daily basis for over three years with extraordinary rewards for both faculty and students;
- All Catholic Schools (K-12) throughout ten counties in southern Indiana under the aegis of The Diocese of Evansville, Indiana, where it was also independently and professionally evaluated;
- Midland Independent School District, Midland, Texas, with exceptionally gifted elementary school students as part of their enrichment program.
- The Western Pennsylvania School for the Deaf (pre-K through Grade 12), a residential school for the profoundly deaf;
- All 15 adult prisons under the aegis of the State of New Jersey Department of Corrections (ranging from 'Boot Camp' to 'Maximum Security' settings) where it was used for GED Preparation and Character Education and where it was professionally evaluated by an independent research group; and
- Internationally, HEROES has been purchased for use in The International School in Paris plus schools in Sweden, Hungary, Bermuda, The Caribbean and Canada.

ABOUT THE PROGRAM DEVELOPERS

Rachel Oestreicher Bernheim

Rachel Oestreicher Bernheim, Chairman of The Raoul Wallenberg Committee of The United States, has been a part of the Committee since its founding in 1981. Rachel has been instrumental in the search for the Truth about the fate of Raoul Wallenberg, working closely with the American and the Swedish governments as well as other international organizations, agencies, and researchers. She is recognized as an international expert on the life of Wallenberg and has shared her expertise in settings as diverse as the United States Congress, on US military bases, The United Nations, in centers of worship, at universities, civic organizations, senior centers, television, radio, correctional facilities and at schools and educational conferences. A STUDY OF HEROES was conceptualized by Rachel as a result of her experiences addressing students in schools and classrooms across the country. Whenever she told the powerful Wallenberg story the classroom or auditorium would become still – *no wiggles, no giggles* – only rapt attention. She came to the realization that American children need heroes such as Wallenberg, Dr. King, and Mother Teresa. A graduate of Sarah Lawrence College, Rachel studied developmental child psychology and had the privilege of studying the myths of the hero with Professor Joseph Campbell. Bernheim authored the monograph *Raoul Wallenberg: A Hero For Our Time*, numerous articles for publications in America and abroad, and has served as a consultant on books, films and documentaries about the life of Raoul Wallenberg. Rachel is listed in *The Foremost Women in the Twentieth Century* and *Who's Who of American Women*. Rachel is the recipient of Salem Academy's *2011 Distinguished Alumni Award*. She has served on the Boards of Salon de Virtuosi and Givat Haviva Educational Institute. She was a member of The National Council of The Glimmerglass Opera Company of Cooperstown, New York. Additionally, Rachel served on the Board of the American Division of the Peace Board; as Secretary of the Board of The American Symphony Orchestra; on the Auction Committee of the Young Adults Institute; as Co-Chairman of the Nominating Committee of the Sarah Lawrence College Alumnae Board; and on the Board of the New York Heart Association. Rachel received *The New Sweden '88 Medal* from the Swedish Consul General to New York. On March 13, 2007, Rachel Oestreicher Bernheim, by appointment of His Majesty King Carl XVI Gustaf, was awarded *The Royal Swedish Order of the Polar Star at the level of Commander*. When presenting this Award to Rachel, Ambassador Ulf Hjertansson, Consul General of Sweden, stated, "To receive this order, there is a strict rule: You must have accomplished things beyond the call of duty. And that is a fitting description of your efforts on establishing the Raoul Wallenberg legacy."

Dr. Kathleen Dunlevy Morin

Since 1990, **Dr. Kathleen Dunlevy Morin** has been associated with the The Raoul Wallenberg Committee of The United States, first as a Consultant and currently as its Director of Education. Kathy is the author and curricular designer of A STUDY OF HEROES. She received the Columbia University's Teachers College *2005 Distinguished Alumni Award* and has served on the Teachers College Alumni Council and its Executive Committee. Kathy has a doctorate from Columbia University's Teachers College as well as two master's degrees from Columbia University and a third master's degree from Smith College. A graduate of Hollins College with a major in math-physics and a second major in political science, she served as: an Instructor at Columbia University's Teachers College from 1977-1983; the Associate Director of the Preservice Program; an Honorary Adjunct Assistant Professor in Nutrition Education; and a Research Associate at the Institute of Philosophy and Politics of Education. Kathy taught courses at Columbia University's Teachers College in supervision, social studies, curriculum development and models of teaching. Kathy has taught in settings ranging from Appalachia to Spanish Harlem. Among her publications are: *The Centennial History of Boys & Girls High School* in Bedford-Stuyvesant, for the New York City Board of Education; *HomeSick? Try House Sense!*, a housing education program for NYC Department of Housing Preservation and Development in which 12 city agencies worked cooperatively in this groundbreaking effort that was lauded by a *New York Times* Editorial; *Women Making History*, a New York City Commission on the Status of Women curriculum; *The Manual for Developing A Nutrition Education Curriculum*, a UNESCO guide, field-tested in the poorest areas of Rio de Janeiro and designed for worldwide implementation; and *Our Place*, an apartment-search program for foster-care youth published by The South Bronx Human Development Organization, Inc. and subsequently produced as a prototype interactive CD by The New York State Department of Social Services. Additionally, Kathy developed the first summer teenage docent program for The Friends of the Zoo, a volunteer arm of The New York Zoological Society. She served as the on-site Curriculum Developer of an independent living skills program for a South Bronx recently-homeless adult AIDS population. Over the course of twenty years, Kathy served as a Consultant to The South Bronx Human Development Organization and its successor The Independent Living Resource Center at The Hunter College School of Social Work. Additionally, for more than two decades, Kathy served as a Consultant to Teachers Network, a global organization based in New York City, to assist educators in staff development and in the creation of web-based curricula for international online publication and implementation. She was the Developer of The American Association of Retired Persons, *AARP's Women's History Program: "Who Is the Woman You Admire Most?"* Poll, Celebration & Exhibit displayed at the CitiCorps Center's Atrium in midtown Manhattan. In 2007, Kathy acted as the Curriculum Consultant for Columbia University's Teachers College's production, in collaboration with The Rockefeller Foundation, of *"Teaching The Levees: A Curriculum for Democratic Dialogue and Civic Engagement"* to accompany the HBO Documentary Film Spike Lee's *'When The Levees Broke: A Requiem In Four Acts'*."

Instructor's Guide

Getting Started: Evaluating Personal Perspectives On Our Heroes

Heroic Character Traits from A to Z

Raoul Wallenberg

Harriet Tubman

Mahatma Gandhi

Eleanor Roosevelt

Rosa Parks

The Dalai Lama

Anwar Sadat

Abraham Lincoln

Pope John XXIII

Chai Ling: Student at Tiananmen Square

Martin Luther King, Jr.

Andrei Sakharov

Mother Teresa

Helen Keller and Annie Sullivan

James Chaney, Andrew Goodman, and Michael Schwerner

Jacobo Timerman

Cesar Chavez

Roberto Clemente

Albert Schweitzer

Arthur Ashe

Chief Wilma Mankiller

Thomas Jefferson

A Hero of Your Choice

A National Tradition: Heroes, Holidays & Hoopla

Heroes: Generation to Generation

The Hero Within Yourself

Educators As Heroes

Researching Heroes: Ethical Strategies, Tools & Technology

For more information about A STUDY OF HEREOS, please visit:

www.raoulwallenberg.org

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