

## **You, Me, Us: A Lesson about Caring and Our Responsibility to Protect Others**

**Grade Level:** K-5

**Length of Lesson:**

One 55 minute lesson for the *I Walk with Vanessa* activity

An additional 55 minute lesson for the 4th and 5th grade history extension lesson

### **Rationale**

One goal of elementary educators is to help develop kind, caring, and compassionate students. Students need an awareness of their surroundings and to notice how people treat each other. We want students to develop the skills and knowledge to respond when they see someone or a group of people treated unfairly or harmed. Encouraging and fostering opportunities to develop these skills promotes the capacity for children to feel empowered. Further, as children learn to care for their classmates, they can also begin to think about caring for members of their local, national, and international communities.

However, we know kindness, caring, and compassion have their limits. School lessons may reduce acts of bullying even if eradication is unlikely. Yet, if normalized, bullying can lead to an increase in violence, discrimination, and hatred. The fifth grade Oregon Department of Education Social Science standards include prompts for developing decision-making skills on civic issues and other problems. This lesson provides students opportunities to recognize when others are being hurt and develop social skills reinforcing the virtue of taking care of others as a civic responsibility.

Following the genocides in Rwanda and Bosnia, the international community reevaluated its responsibilities and obligations for protecting the welfare of citizens of every country. The Responsibility to Protect principle, adopted in 2005, states that each member state “has the responsibility to protect its populations from genocide, war crimes, ethnic cleansings, and crimes against humanity.” Additionally, the international community also has the responsibility to “use appropriate diplomatic, humanitarian, and other peaceful means ... to help protect populations from genocide, war crimes, ethnic cleansing, and crimes against humanity.” In essence, the Responsibility to Protect principle requires us to consider how we activate our kindness, caring, and compassion locally and globally to protect others.

This lesson utilizes the wordless picture book *I Walk With Vanessa: A Story About a Simple Act of Kindness*. After a whole-class read-aloud, students divide into groups to create dialogues for specific scenes in the book. The activity encourages

students to discuss why people choose different roles in a situation allowing collaborative problem solving and practicing how to care for and protect others. The optional fourth and fifth-grade student extension includes analyzing historical examples and discussing why and how people have failed to protect others and how we can be better allies to those being harmed in our communities today.

### Essential Questions

- Why do we have a responsibility to protect others?
- How can solving problems together, by listening to each other's concerns and coming to agreements, help us to better understand and take care of each other in a community proactively and as a response to harm?
- What are some reasons people become perpetrators, bystanders or allies? What are some reasons that people may change from a perpetrator or bystander to an ally?

<b>Holocaust and Genocide (SB664) Learning Concepts</b>
(b) Develop students' respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people
(d) Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference and discrimination through tools of resistance such as protest, reform and celebration
(e) Provide students with opportunities to contextualize and analyze patterns of human behavior by individuals and groups who belong in one or more categories, including perpetrator, collaborator, bystander, victim and rescuer
(i) Explore the various mechanisms of transitional and restorative justice that help humanity move forward in the aftermath of genocide. <sup>1</sup>

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<sup>1</sup> Although this lesson does not address the mechanisms of transitional and restorative justice in the aftermath of genocide, it does offer opportunities to explore them on an interpersonal and community level.

**Oregon Department of Education Social Science Standards for Elementary School**

K.19 For a given problem **find a solution that demonstrates fairness and empathy**

1.1 **Describe the responsibilities of leaders and team members** and demonstrate the ability to be both when **working to accomplish a common task**.

1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, **equity, justice**, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).

1.13 Understand, **affirm, respect, and celebrate the diversity of individuals**, families, and school communities.

1.21 Identify ways that students can take informed **action to help address issues and problems**.

2.3 Evaluate how individuals, groups, and communities **manage conflict and promote justice and equity**.

2.26 Use **listening, consensus-building**, and voting procedures to decide on and take informed action.

3.3 Explain how a community relies on **active civic participation** and identify opportunities for student participation in local and regional issues.

3.18 Identify and compare different ways of **looking at an event, issue, or problem with an emphasis on multiple perspectives**.

4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or

transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).

4.23 Explain **individual and cooperative approaches** people have taken, or could take in the future, **to address** local, regional, and global **problems**, as well as predict possible results of those actions.

5.1 Analyze how **cooperation and conflict** among people contribute to political, economic, religious, and current social events and situations in the United States.

5.25 Analyze **multiple accounts or perspectives** of the same event, issue, problem or topic and describe important similarities and differences.

5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).

5.20 Identify and examine the roles that American Indians had in the development of the United States.

5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).

5.27 Identify **characteristics of an event, issue, or problem**, suggesting possible causes and results.

5.28 Propose **a response or solution to an issue or problem**, utilizing research, to support the position.

5.29 Use **a range of collaborative procedures to make decisions** about and act on civic issues or problems.

2.6 Analyze the different ways students can have an **effect on their local community**.

**Oregon Department of Education English Language Arts and Literacy Standards for Elementary School**

**K.RL.1** With prompting and support, ask and answer questions about key details in a text.

**K.RL.3** With prompting and support, identify characters, settings, and major events in a story. Identify beginning/middle/end.

**K.RL.6** With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.

**K.RL.7** With prompting and support, describe the relationship between illustrations and the story in which they appear.

**K.RL.10** Actively engage in group reading activities with purpose and understanding.

**K.SL.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**K.SL.1a** With guidance and support, follow agreed-upon rules for discussions.

**K.SL.1b** Continue conversations through multiple exchanges.

**K.SL.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**1.RL.1** Ask and answer questions about key details in a text.

**1.RL.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**1.RL.3** Describe characters, settings, and major events in a story, using key details.

**1.RL.6** Identify who is telling the story at various points in a text.

**1.RL.7** Use illustrations and details in a story to describe its characters, setting, or events.

**1.RL.9** Compare and contrast the adventures and experiences of characters in stories.

**1.SL.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**1.SL.1a** With guidance and support, follow agreed-upon rules for discussions.

**1.SL.1b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**1.SL.1c** Ask questions to clear up any confusion about the topics and texts under discussion.

**1.SL.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**2.RL.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**2.RL.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**2.RL.3** Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved

**2.RL.5** Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action, and the ending concludes the action.

**2.RL.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**2.RL.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**2.SL.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**2.SL.1a** Follow agreed-upon rules for discussions.

**2.SL.1b** Build on others' talk in conversations by linking their comments to the remarks of others.

**2.SL.1c** Ask for clarification and further explanation as needed about the topics and texts under discussion.

**2.SL.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**2.SL.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RL.2** Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.

**3.RL.3** Describe characters in a story and explain how their actions contribute to the sequence of events

**3.RL.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**3.RL.6** Distinguish their own point of view from that of the narrator or those of the characters.

**3.RL.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

**3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**3.SL.1a** With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**3.SL.1b** Follow agreed-upon rules for discussions.

**3.SL.1c** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**3.SL.1d** Explain their own ideas and understanding in light of the discussion.

**3.SL.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**4.RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**4.RL.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**4.RL.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

**4.RL.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**4.RL.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**4.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**4.SL.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**4.SL.1b** Follow agreed-upon rules for discussions and carry out assigned roles.

**4.SL.1c** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**4.SL.1d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**4.SL.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**5.RL.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**5.RL.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**5.RL.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

**5.RL.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**5.RL.6** Describe how a narrator's or speaker's point of view influences how events are described.

**5.RL.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

**5.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**5.SL.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**5.SL.1b** Follow agreed-upon rules for discussions and carry out assigned roles.

**5.SL.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**5.SL.1d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**5.SL.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Lesson Objectives

Students will gain a deeper understanding of the skills necessary to be positive, active civic participants in their community by analyzing the picture book *I Walk With Vanessa: A Story About A Simple Act of Kindness*.

### Teaching Strategies

Whole group discussion  
Interpretation of a book

### Materials

- Kerascoët, *I Walk With Vanessa*, ISBN: 978-1524769567, Schwartz & Wade, 2018
- "Responsibility to Protect: I Walk with Vanessa" Vocabulary Handout
- Thought Balloon Handouts
- **4th and 5th grade:** Responsibility to Protect Historical Example(s) and History Handout

## Preparation

1. "Read" *Why I Walk with Vanessa* and become familiar with illustrations.
2. Review definitions on the Vocabulary Handout
3. **4th and 5th grade:** Review Responsibility to Protect Example(s) and History Handout

**Teacher's Note:** The Vocabulary Handout uses "Target/Victim." The reason for the use of both is to address two important truths. On the one hand, SB664 uses the term "victim" in its learning concepts and many teachers use the term "victim" when discussing bullying. On the other hand, historically marginalized groups of people may find the term "victim" demeaning. It may connote that group to be disempowered or helpless in the face of perpetrators and collaborators. Moreover, and as this lesson illustrates, historically marginalized groups often have found themselves in difficult and unjust positions where there were no allies and they alone resisted. Therefore, "target" may be the more appropriate term to use.

## Lesson Plan

**Teacher's Note:** *I Walk With Vanessa: A Story about a Simple Act of Kindness* is a wordless picture book. This powerful story is about a girl whose family moves to a new area after the school year has started. Vanessa experiences social isolation, bullying from a boy and finally the intervention of a new friend who bravely chooses to ally with her. The book is more than a simple story of bullying. A careful examination of the illustrations reveal that the girl is Black, the bully is White, and the ally is a student of color. Kerascoët intentionally uses color throughout the book to deepen the conversation about social-emotional environments as well as social justice. Additionally, careful observations can be made about the bully for students to develop a more holistic empathy. The WITS organization observes, "It would be easy to label him 'the bully,' but when we first see him, he is also isolated on the playground and looks unhappy too...The book shows what happens when we move from leaving out one child to leaving out another. We solve one problem but create another! The new child is accepted by the other children, but what can be done for the boy who was mean to her?"<sup>2</sup>

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<sup>2</sup> *I Walk With Vanessa*. WITS. (n.d.). <https://witsprogram.ca/book/i-walk-with-vanessa/>.

## Activity

1. Bring the students down to the carpet and tell them, "Today we will be reading a wordless story called *I Walk With Vanessa: A Story About A Simple Act of Kindness*. As we go through the story, I want you to pay close attention to the picture illustrations and think about what is happening and what the characters might be thinking or saying."
2. Read the story and ask the following questions along the way<sup>3</sup>:
  - What is happening on this page? (title page)
  - What do you notice about Vanessa? (title page)
  - How is Vanessa feeling about being in a new class? How do you know? (pages 1-2)
  - Why do you think the children aren't including her? Why do you think this? (pages 1-4)
  - Take a look at the children at the end of the school day. Some are in groups, some in pairs and some are alone. Find the blond boy in the red and white striped shirt. How do you think he is feeling? Why? (page 3)
  - Why do you suppose the boy is yelling at Vanessa? What makes you think so? (pages 5-6)
  - Why do you think the illustrator chose a red background for the second to last picture? (pages 5-6)
  - What is the expression on the boy's face when he walks away from Vanessa? Why? How does Vanessa feel? (page 7)
  - How is the girl on this page feeling about the boy yelling at Vanessa? (page 8)
  - The girl in the yellow dress is a bystander. What does that mean? Why might someone be a bystander instead of an ally? (pages 7-8)

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<sup>3</sup> Questions were curated from different published lesson plans: *I Walk With Vanessa*. WITS. (n.d.). <https://witsprogram.ca/book/i-walk-with-vanessa/>; Schlosser, Maureen. *I Walk With Vanessa: A Story About A Simple Act of Kindness Lesson*. librarylessonswithbooks.com. (2021, May 20). <https://librarylessonswithbooks.com/i-walk-with-vanessa-a-story-about-a-simple-of-kindness-lesson/>; Anti-Defamation League. "Anti-Defamation League: Book of the Month." <https://www.adl.org/sites/default/files/documents/book-of-the-month-i-walk-with-vanessa.pdf>." (2021, July 6).

- What is the girl saying to her friends? How do we know that all four children are upset when they hear that Vanessa was bullied? (pages 11-12)
- What do you suppose the girl in the yellow dress is thinking about? (pages 13-18)
- What do you think the girl is saying to Vanessa? (page 20)
- How does the street look different now that Vanessa has a friend to walk with? (pages 21 - 22; refer back to pages 9 - 10 for contrasting street view)
- How does Vanessa feel now? (pages 22 - 24)
- What is the boy in the striped shirt thinking when he sees Vanessa walking with friends? (page 26 - 30)
- The two girls are first to go into the school and the boy in the striped shirt is going to be last. Throughout the book, he is alone. How might his loneliness contribute to him being mean or hurting others? (pages 29 - 30)
- What do you think the message is at the end of the story about one person becoming an ally? How might it change the behavior of others? (pages 26 - 31)

3. Divide students into eight pairs or groups. Distribute one Thought Balloon Handout to each group. Instruct students to discuss the illustration and write down what they think the characters are thinking or saying in the thought balloons. If students need more room, they can continue writing outside the thought bubble.

**Teacher’s Note:** This activity challenges students to develop critical thinking skills about why different people choose different roles in a situation where harm is being caused. For students in grades K-2, it may be helpful to make larger images of the handouts and laminate them. Rather than students writing, you can be the recorder. Additionally, you may choose to focus on one or two of the images, and have a whole class discussion where students provide a variety of opinions about what characters are thinking or saying.

### **Formative assessment**

4. Whole group discussion: Hand out and review the “Responsibility to Protect: I Walk With Vanessa” Vocabulary Handout. Have the students discuss the following questions and apply the vocabulary to the discussion.

**Teacher’s Note:** These post-reading questions are meant to be open ended. Each question directs students to different Thought Bubble Handouts. This affords the opportunity for all students to participate. Students will **apply their understanding of the vocabulary (bullying, perpetrator, collaborator, bystander, target/victim) to the story**. Some possible responses have been provided below to help facilitate discussion.

- Refer to Thought Balloon Handouts #3, 4, 5. Ask students to identify the behaviors of the girl in the yellow dress as someone who chooses to be an ally.
  - Student answers vary and may include that she *takes charge, pays attention, cares about others, and is thoughtful*.
- Refer to Thought Balloon Handout #4. Ask students to explain reasons why a bystander may not want to interfere. What risks are involved with becoming an ally?
  - Student answers vary and may include that a person *might get in trouble, get hurt, lose friends, or be ignored*.
- Refer to Thought Balloon Handouts #2 and #8. Ask students to explain how the boy in the red striped shirt may also be a target/victim and how targets/victims may become perpetrators. Why might that be the case?
  - Student answers vary and may include that *he is alone and lonely, gets mad easily, or doesn’t have friends to talk to and play with*.
- Refer students to Thought Balloon Handouts #1, #3 and #7. Throughout the book, we observe that the girl in the yellow dress is noticing and thinking about Vanessa a lot. You may remind students that no one else is paying attention in the same way (for example, the kids are distracted by a squirrel when Vanessa gets bullied). What does that teach us about how we should be observing and thinking about others in our community so we can be better allies? If we notice or are told that someone is being bullied, what responsibility do we have to be their ally?
  - Student answers vary and may include that they need to *be aware of others, check to see if others are okay, or need to ask for help*.

## **Responsibility to Protect: I Walk with Vanessa Vocabulary Handout**

**Harm:** When a person hurts someone else (their feelings, their bodies, their identity)

**Bullying:** When one person or a group behaves in ways - on purpose and over and over - that make someone feel hurt, afraid or embarrassed.<sup>4</sup> The harm is one-sided where the target/victim is overpowered by the bully.

**Perpetrator:** Someone who uses their power to intentionally harm others.

**Collaborator:** Someone who helps the perpetrator.

**Bystander:** Someone who witnesses harm and ignores it.

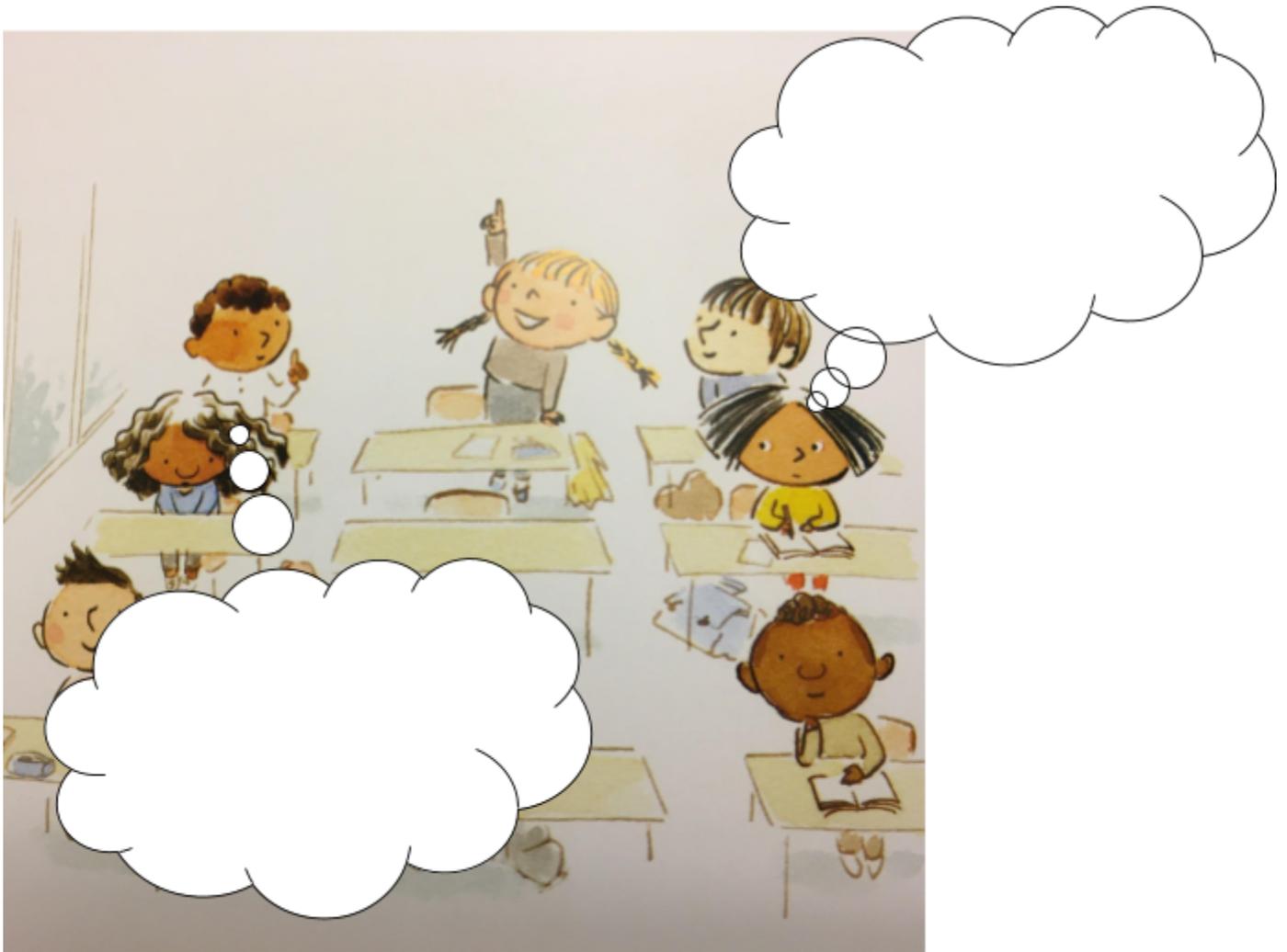
**Target/Victim:** Someone who is harmed.

**Ally:** Someone who takes action to stop the harm being caused.

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<sup>4</sup> Definition provided by Anti-Defamation League in "Anti-Defamation League: Book of the Month." <https://www.adl.org/sites/default/files/documents/book-of-the-month-i-walk-with-vanessa.pdf>. (2021, July 6).

## Thought Bubble Handout #1



**In this picture, Vanessa is in class for her first day at a new school. What is Vanessa thinking? What is the girl in the yellow dress thinking? Write down their thoughts in the thought bubbles.**

## Thought Bubble Handout #2



**In this picture, kids are getting ready to go home from school. What do you think the boy in the red striped shirt is thinking? Write down his thoughts in the thought bubble.**

### Thought Bubble Handout #3



**In this picture, the girl in the yellow dress sees Vanessa getting bullied. What do you think she is thinking? Write down what is thinking in the thought bubble.**

## Thought Bubble Handout #4



**In this picture, the girl in the yellow dress shares what she saw with her classmates. What do you think she is saying and her classmates are thinking? Write down what she is saying, and TWO DIFFERENT thoughts her friends might have about what she says.**

## Thought Bubble Handout #5



**In this picture, the girl in the yellow dress is thinking about what happened. What is she thinking? Write down her thoughts in the thought bubble.**

## Thought Bubble Handout #6



**In this picture, the girl in the yellow dress comes up with an idea for what she can do. What do you think she is thinking? Write down her thoughts in the thought bubble.**

## Thought Bubble Handout #7



**In this picture, the girl in the yellow dress talks to Vanessa the morning after she was bullied. What do you think she said? What do you think Vanessa was thinking? Write down the words and thoughts in the speaking and thought bubbles.**

## Thought Bubble Handout #8



In this picture, the boy in the red striped shirt sees Vanessa walking with her new friends into school. What is he thinking? Write down his thoughts in the thought bubble.

## **4th Grade Extension Activity: Responsibility to Protect (R2P) and Oregon History**

Tell the students: “This activity challenges us to look at Oregon’s state history and see when and how we’ve failed to protect people living in our state. These stories help us to realize that harm by perpetrators and their collaborators are a historical problem as well as a current one. By analyzing these examples, we are invited to think about how we can be better allies to those being harmed in our communities.”

### **Activity:**

1. Divide students into four groups and hand out one historical example to each group. After reading the example assigned to them, have groups discuss. You may choose to have them complete the optional History Worksheet provided. The goal is to have students **apply the vocabulary provided in the lesson directly to these historical scenarios about Oregon.**

**Teachers Note:** All of these examples challenge students to address early Oregon history. These stories deal with violent events that may be difficult for some students to process. By maintaining a tight focus and concentrating student’s attention and application of the vocabulary to these events, students will be better able to think about this history through a critical lens of historical analysis. Oregon State Social Science Standards 4.12 and 4.23 can be used as a framework for this activity. Supplemental materials for some of the historical topics are provided at the end of the lesson plan if you have interest in additional research.

2. After students have completed their critical analysis of each historical example, have a whole class discussion that addresses the following questions:
  - a. What did you learn about how different groups of people were targets/victims in Oregon’s history?
  - b. What did you learn about how government leaders (mayors, police, lawmakers, etc.) were perpetrators or collaborators in Oregon’s history?

- c. What did you learn about how targets/victims did to resist harm when they may not have had any allies?
- d. Why do you think there are so few examples of people being allies?
- e. Whose responsibility was it to protect the people being harmed? What could they or should they have done?

## The Rogue River Indian War

In the early 1850s, White settlers moved to Southern Oregon. When they arrived, they began to mine for gold in the Rogue River Valley. They also hunted, fished and farmed. Soon, towns were created. This mining, fishing, hunting and farming caused harm to Native American tribes who had lived on the land for thousands of years. Native American tribes were diverse and belonged mainly to the Takelman and Shastan languages to the east and the Athapascan languages to the west.

The United States government had created **treaties** with tribes living in the Rogue River Valley. White settlers were not supposed to harm the Native Americans' way of life and stay off their land. Instead, some White settlers attacked Native American villages, destroyed their homes, stole their tools and killed people. While this was very frustrating to some United States government officials, other officials ignored the problem, and some even joined in the attacks. Native American's responses varied. Some fought back and attacked White settlers' farms and towns, and others tried to cooperate, problem solve and work with government officials to create peace. Either way, many Native Americans continued to be killed, get sick, starve and **flee**. Eventually, the United States government forced all the tribes to leave. They were marched out of their homelands to the Grand Ronde **reservation** in Northwest Oregon in what became known as Oregon's "Trail of Tears."

**Treaties:** agreements between government leaders that keep peace and prevent war

**Flee:** run away from danger

**Reservation:** land created by the U.S. government where Native Americans were forced to live

## Oregon Exclusionary Laws and the Oregon Land Donation Act

Oregon has a long history and legacy of excluding Black people from rights and opportunities. When White people first settled in Oregon, they created a **provisional (pro-VISH-in-ul) government**. The provisional government **banned** slavery, but also adopted, **repealed**, and adopted again laws that excluded Black people from settling in Oregon. Although the ban was not strongly enforced, it made clear that Oregon was not a welcoming place for Black people. As a result, many Black people chose to settle elsewhere.

For those Black people who lived in Oregon though, the federal Donation Land Act of 1850 was devastating. The Act said that land would only be granted to White settlers and the children of White male settlers and their Native American wives. This unfair law intentionally excluded Black people and led to unequal political, economic, and social opportunities.

**Provisional government:** a temporary government

**Banned:** to not allow, to prevent

**Repeal:** to reverse

**Decades:** a decade is ten years; decades means at least twenty years

## The Exclusionary Act and the Geary Act

Starting in the 1870s, Chinese people began to move to the Pacific Northwest. They worked in mines, mills, built railroads and set up shops in towns. Although Chinese people were a huge help to the economy, White people were afraid of Chinese people. As a result, violent bands of White people forced Chinese people at gunpoint to leave Seattle and Tacoma, Washington. Sections of town where Chinese people lived were burned to the ground. Many Chinese people suffered injury and death. In the Snake River Canyon in Eastern Oregon, a group of Chinese gold miners were killed by a mob of White men. In Portland, an armed group of White people tried to attack Portland's Chinese community, but were stopped by city officials including Portland's mayor. In 1887, in order to solve the problem of White violence against Chinese people, the United States Congress passed two laws: The Chinese **Exclusion** (ex-CLOO-shun) Act of 1882 and then the Geary Act of 1892. Both laws **banned** most Chinese immigrants from entering the United States for **decades**. At that time, Oregon's Chinese population was the second-largest in the nation. Both laws sent a message to Chinese people in Oregon that they were not welcome. Even though Chinese people were banned from the United States, many people worked to continue to allow Chinese people to enter the United States.

**Exclusion:** to not allow someone to enter

**Banned:** to not allow, to prevent

**Decades:** a decade is ten years; decades means at least twenty years

## The St. John's Riot

Starting around 1906, a small stream of **immigrants** primarily from the Punjabi (Poon-JAH-bee) region of what is today northwest India began to arrive in the Pacific Northwest. They immigrated to Oregon mostly to work in lumber mills along the Columbia River. Violence by White people against East Indians occurred in towns in Washington including Everett, Bellingham, and Tacoma. In Oregon, the community of East Indians in St. Johns was the target of violence in 1910. The all White police force stood by as a White **mob** brutally attacked East Indian immigrants. By the end of the day, most of St. John's East Indian population was forced onto street cars and sent south to Portland. After the East Indian immigrants were forced to leave, the mob **looted** their homes. Many East Indians immediately returned to St. Johns and took the rioters to court in a two-year long court case. Almost 200 residents, including St. John's mayor and police chief were charged with **rioting**. Only one man was **convicted**.

**Immigrants:** people who move from one place to another to live

**Mob:** a violent group of people who break the law

**Rioting:** when a large group of people behave violently and cause harm

**Loot:** to destroy and steal property

**Convicted:** to be found guilty



## **5th Grade Extension Activity: Responsibility to Protect (R2P) and United States History**

Tell the students: “This activity challenges us to look at an example of early United States history when we failed to protect people from harm. Read and interpret the story of the Haudenosaunee people in your group using the vocabulary and the worksheet provided.”

**Teachers Note:** Please read and review carefully the reading. The history of the Haudenosaunee People and Sullivan Expedition of 1779 is a great example that challenges students to weigh multiple perspectives. On the one hand, the Haudenosaunee may be viewed as perpetrators. Conversely, many could also argue that the United States government acted as perpetrators. Encourage students to try and see the multiple perspectives that are afforded, and, if possible, have them provide different interpretations on their group’s worksheet. If there is a disagreement within a group, encourage them to write down their different interpretations. You may want to highlight those in your whole group discussion. Ultimately, students need guidance to understand that this example demonstrates an opportunity for people to take responsibility to protect others, and they failed. The British government failed to protect the Haudenosaunee people. As a result, the Haudenosaunee endured severe harm at the hands of American colonists.

1. Provide students with the **The Haudenosaunee (Hod-no-SHAN-ee) People and the Sullivan Expedition of 1779** reading and the **History Worksheet**. You may either want to do a read aloud, silent reading or reading in groups.
2. Divide students into collaborative work groups to discuss and complete the worksheet. This collaborative work time among groups is a formative assessment. Make sure to circulate around the room, and determine the ability of the students to apply their understanding of the reading to the worksheet.
3. In a whole group discussion, have students share their thoughts from the worksheet. You may also wish to ask any of the following questions:
  - a. How could the argument be made that the frontier settlers actually may have been the original perpetrators of harm?

- b. Explain why the British had a responsibility to protect Native Americans?
- c. What did you learn about how the Haudenosaunee resisted harm when they did not have any allies?

## The Haudenosaunee (Hod-no-SHAN-ee) People and the Sullivan Expedition of 1779

Five Nations, the Seneca, Cayuga, Onondaga, Oneida, and Mohawk, united together around 1200 AD. Each nation gave its pledge not to war with other members. Later, the Tuscarora nation was admitted into the **confederation** as the sixth member. Members referred to themselves as "Haudenosaunee," which translates to "The People of the Longhouse." The six nations controlled the passageway to the **interior** of the North American continent and could easily travel in any direction. At one time, their nation reached north to Canada, south to the Carolinas, west to the Mississippi, and east to the Atlantic. The Haudenosaunee were easily the dominant Native Americans in the northeastern areas of North America.

**Confederation:** a union of different nations into an alliance with some central leader.

**Interior:** inland, away from the coast

With the arrival of British and French colonists in the 1600s, the Haudenosaunee formed mostly cooperative trade relationships, married Europeans, and some even **converted** to Christianity. During the French and Indian War (1754 - 1763), the Haudenosaunee fought alongside the British. At the end of the war, the British agreed to permanently honor their lands, trade routes and government in a treaty signed in 1763. The British government offered no permission or protection to settlers who settled in the "Indian Reserve," and a boundary was created that closed down westward expansion.

**Converted:** to switch or change

At the start of the American War of Independence from the British in 1775, the Haudenosaunee were very divided. While first officially choosing **neutrality**, many eventually chose to fight alongside the British. The Haudenosaunee raided frontier settlements that had invaded their territory. In one attack at Cherry Valley, 30 settlers were killed and 80 were taken prisoner. General George Washington, the commander of the colonial army, decided that the Haudenosaunee people needed to be "not merely overrun, but destroyed." He put General John Sullivan in charge of the mission.

**Neutrality:** to not pick a side

In 1779, General John Sullivan marched into Haudenosaunee territory. Sullivan's army raided mostly abandoned villages and met little resistance. He often found Haudenosaunee villages where people had barely escaped, leaving everything behind. After his army had burned more than 40 large Indian towns and destroyed thousands of

pounds of food, Sullivan left. The British failed to properly provide for or defend the Haudenosaunee when they came for help. Many starved or froze to death. Throughout the remainder of the war, small groups of Haudenosaunee continued to raid frontier settlements in revenge. They finally accepted defeat in a treaty with the United States government in 1784.

Over the next two centuries, the Haudensaunee people survived despite efforts to destroy them. Many descendants of the Haudenosaunee people live today in and among the reservations of the Onandaga, Seneca, Cuyoga, Oneida, Mohawk and Tuscarora in both Canada and the United States. They continue to hold onto their nation's cultural traditions, what remains of their land and their own independent governments.

## History Worksheet

<b>Identify historical roles (perpetrator, collaborator, bystander, victim, ally). Complete the sentence starters.</b>	<b>Use information to explain your thinking. Complete the sentence starters.</b>
The perpetrators are...	We thought this because....
The collaborators are...	We thought this because....
The victims are....	We thought this because...
The bystanders are...	We thought this because...

## **Additional Resources**

*You may choose to use this lesson as part of a unit on taking responsibility to protect others. Here are some additional picture books that are highly recommended:*

Tom Rath, Mary Reckmeyer, Maurie Manning, *How Full is your Bucket? :for kids*, (Gallup Press, New York), 2009

Ganit Levy, Adir Levy, Matt Sadler, *What Did Danny Do?* (Elon Books: Los Angeles), 2017

Jacquiline Woodson, E.B. Lewis, *Each Kindness*, (Nancy Paulson Books: New York), 2012

Derek Munson, Tara Calahan King, *Enemy Pie*, (Chronicle Books: San Francisco), 2000

Justin Roberts, Christian Robinson, *The Smallest Girl in the Smallest Grade*, (G.P. Putnam's Sons Books for Young Readers: New York), 2014

*Here are some additional readings related to the 4th grade Oregon history to be used for teacher research and background:*

### **The Rogue River Indian Wars:**

"Oregon Experience: Broken Treaties, An Oregon Experience: Season 11: Episode 1103," *OPB Video*, Accessed November 5, 2020

<https://watch.opb.org/video/oregon-experience-broken-treaties-oregon-experience>

E.A. Schwartz. "Rogue River War of 1855-1856." *Oregon Encyclopedia*, Accessed July 20, 2021

[https://www.oregonencyclopedia.org/articles/rogue\\_river\\_war\\_of\\_1855-1856/#.YRwrZNNKg-Q](https://www.oregonencyclopedia.org/articles/rogue_river_war_of_1855-1856/#.YRwrZNNKg-Q)

"Trail of Tears," *Confederated Tribes of the Grand Ronde*, Accessed July 20, 2021

<https://www.grandronde.org/history-culture/history/trail-of-tears/>

## **The Exclusionary Laws and the Geary Act:**

Richard Cockle, "Massacred Chinese Gold Miners to Receive Memorial along Snake River," *The Oregonian*, November 27, 2011

[https://www.oregonlive.com/pacific-northwest-news/2011/11/slain\\_chinese\\_gold\\_miners\\_will.html](https://www.oregonlive.com/pacific-northwest-news/2011/11/slain_chinese_gold_miners_will.html).

Douglas Lee, "Chinese Americans in Oregon: The Exclusion Period, 1885 - 1940," *The Oregon Encyclopedia*, Accessed November 5, 2020

[https://www.oregonencyclopedia.org/articles/chinese\\_americans\\_in\\_oregon/#.X6REYFNKi2](https://www.oregonencyclopedia.org/articles/chinese_americans_in_oregon/#.X6REYFNKi2)

Greg Nokes, "Chinese Massacre at Deep Creek," *The Oregon Encyclopedia*, Accessed June 1, 2018

[https://oregonencyclopedia.org/articles/chinese\\_massacre\\_at\\_deep\\_creek/](https://oregonencyclopedia.org/articles/chinese_massacre_at_deep_creek/).

## **Oregon's Exclusionary Laws and the Land Donation Act:**

Alana Semuels, "The Racist History of Portland, the Whitest City in America," *The Atlantic*, Atlantic Media Company, August 19, 2016.

<https://www.theatlantic.com/business/archive/2016/07/racist-history-portland/492035/>.

David Peterson del Mar, "The 14th Amendment," *Oregon Encyclopedia*. Accessed November 4, 2020

[https://www.oregonencyclopedia.org/articles/14th\\_amendment/#.X6RDI1NKi2w](https://www.oregonencyclopedia.org/articles/14th_amendment/#.X6RDI1NKi2w)

## **The St. Johns Riot:**

Alecia Giombolini, "The 1910 St. Johns Riot," *PUBLIC HISTORY PDX*, Accessed March 13, 2017, <http://publichistorypdx.org/2017/03/19/1910-st-johns-riot/>.