

Freedom Fighters Exhibit Activities

This packet contains a variety of activities for use by elementary, middle, or high school students and teachers before, during, or after their visit to the Freedom Fighters exhibit.

Feel free to use the activities as is or to revise them to fit specific students and instructional goals. Secondary Social Studies education students from the University of Portland designed the activities. If you have any questions, contact Professor Rich Christen at the University of Portland.
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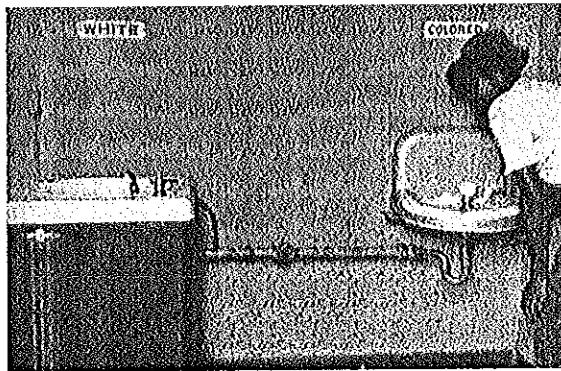
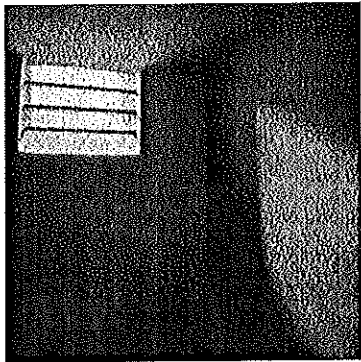
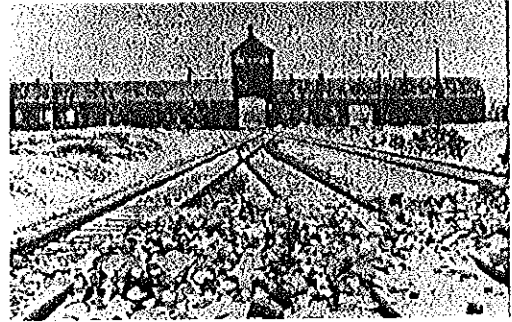
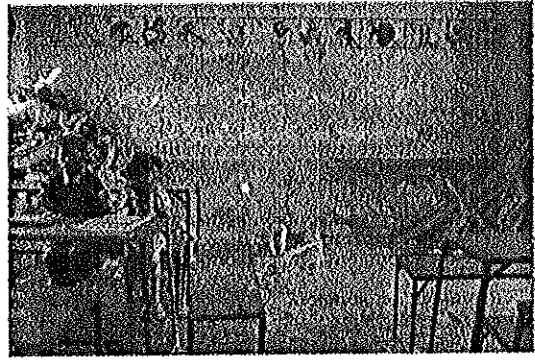
Activities to Prepare for the Exhibit

Pre-Exhibit Activity 1 (Elementary/Middle/ High School)

Below is a series of images related to freedom and/or the restriction of freedom. Using these images, students will build their understanding of “freedom” and “freedom fighter” prior to viewing the exhibit.


Procedures:

- 1) Ask students what it means to be free; jot down notes on the board, webbing to show connections.
- 2) Develop a class definition of freedom.
- 3) As you project each image, ask the students:
 - How do these images show restrictions on freedom?
 - Can you think of other examples where personal freedom is restricted?
- 4) Discuss the concept of “freedom fighter” with the students.
 - What are some ways that a person might fight for freedom?
 - Can you think of any historical or current examples of freedom fighters?
 - Do you know any freedom fighters?
- 5) Give students an index card. Ask them to write on the card three characteristics that they think a freedom fighter should have. Have them carry the card as they walk through the exhibit.



Pre-Exhibit Activity 2 (Elementary/Middle/ High School)

Frederick Douglass (1817 – 1895)

	<p><u>BRAIN DUMP</u> In the space provided, write anything you know about Frederick Douglass. Note: Do not read ahead.</p>
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THE LIFE OF FREDERICK DOUGLASS

Frederick Douglass was born to a slave mother. He was taught to read by the wife of one of his masters. He learned to write on his own in the shipyards of Baltimore. In 1838, he dressed up as a sailor to reach New York and then Massachusetts. Douglass life was devoted to end slavery and give slaves their freedom. He wrote an autobiography, *The Narrative of the Life of Frederick Douglass*, and became a public speaker who would face audiences that made fun of him, threw eggs at him and threatened to kill him. His lectures became famous and his influence grew.

During the Civil War, Douglass became an advisor to President Lincoln and helped get more African-American soldiers to join the Union (North) Army. He also demanded that these black soldiers get the same pay like the rest of the soldiers. The government agreed but they were not happy about it. In 1884, Douglass married Helen Pitts, a white woman who also fought against slavery. She was disowned by her family. Frederick Douglass died of a heart attack in 1895.

After reading the Douglass biography, make a list of things that he did to fight for freedom.

What do you think made Douglass such an effective freedom fighter?

Activities During the Exhibit

Exhibit Activity 1 (Elementary/Middle/High School)

Divide the students into small groups. Have the students tour the exhibit and identify their favorite freedom fighter. Ask them to discuss and write down the characteristics that made this freedom fighter their favorite. Conclude by having each group show their favorite freedom fighter to the rest of the class, describing why they chose this person.

Exhibit Activity 2 (Elementary/Middle/High School)

Divide the students into small groups. Assign each group to one of the freedom fighters in the exhibit. They should read and discuss the freedom fighter, preparing to present the fighter to the rest of the class. Topics that might discuss include:

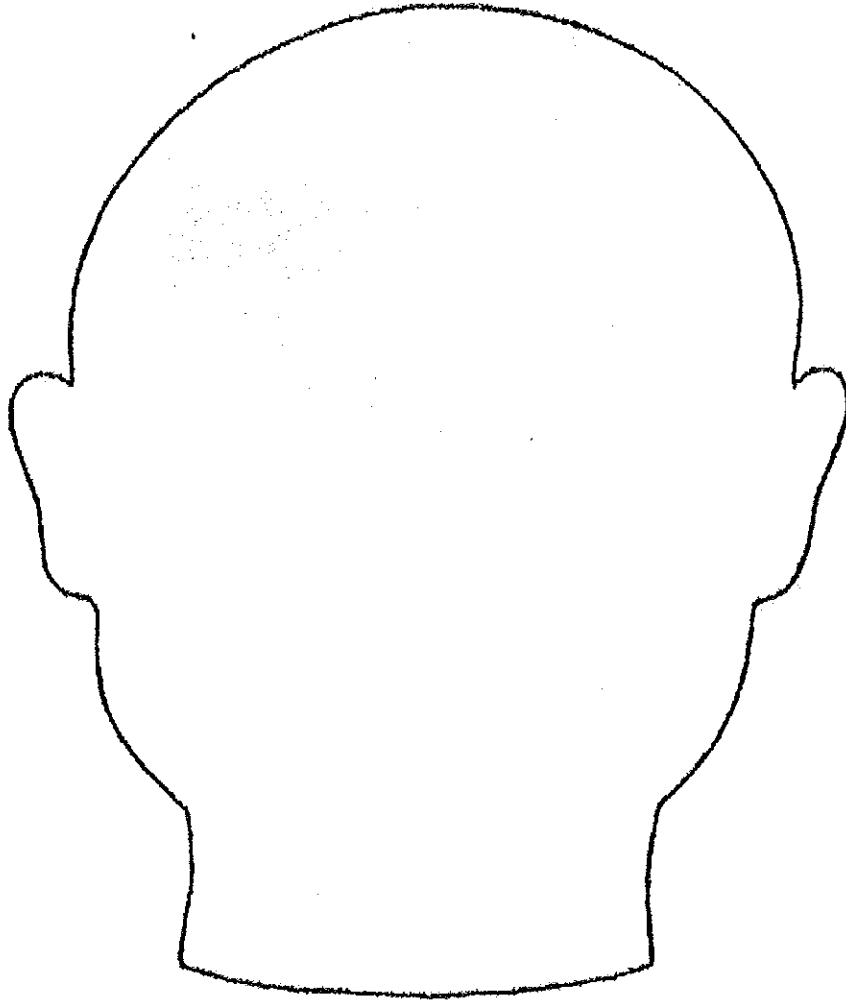
- Who is the freedom fighter? Where do they live? What issues are they most concerned with?
- Are there any quotes or pictures that you especially like?
- In what ways has the freedom fighter helped to improve her or his community?

Conclude by having each group present their freedom fighter to the rest of the class, describing what they think is interesting and important about her or him.

Exhibit Activity 3 (Elementary/Middle/High School)

Use the graphic below to imagine and record the mind and thoughts of one of the freedom fighters featured in the exhibit. Use words, phrases, drawings, or symbols, represent as best you can the range of thoughts, feelings, questions, and motivations one of the freedom fighters may have had.

Mind of:



Explain why you chose to include these in the freedom fighter's mind.

Exhibit Activity 4 (Middle/High School)

You are about to tour a set panels telling stories about Frederick Douglass and more than a dozen local Portland Freedom Fighters. As you look at these stories, write some facts that you find interesting and questions you have about what is presented.

Freedom Fighter	Fact I Find Interesting	A Question I Have
Frederick Douglass		

Exhibit Activity 5 (Middle/High School)

Use the worksheet below to take notes on the accomplishments of Frederick Douglass and five of the freedom fighters featured in this exhibit. Your notes should focus on the actions of these freedom fighters and ways they made a difference in their communities.

Freedom Fighter	What She or He Did to Make a Difference
Fredrick Douglass	

After-Exhibit Follow-up to Activity 5

Students are to use the notes that they took during the exhibit to find common themes among the freedom fighters featured in the exhibit.

1. Using your notes from the exhibit, write a definition of social activism.
2. Think about what the freedom fighters had in common. Identify some common themes that summarize ways that the freedom fighters brought change to their communities.
3. Work with a partner to identify issues in your community that you would address as freedom fighters. Describe the issues and things you might do to address them.

Exhibit Activity 6 (Middle/ High School)

While viewing the exhibit, write responses to the following prompts on a large notecard.

1. Write three important facts that you learned from the exhibit.
2. Write two quotes from the exhibit that you like.
3. Write two other things that you have learned from the exhibit.
4. Write two questions that they have after viewing the exhibit.
5. Write the think that you most enjoyed about the exhibit.

Activities After the Exhibit

After-Exhibit Activity 1 (Elementary/Middle/ High School)

The main goal of a freedom fighter is to support change in the community and to advance social justice. We all know someone like this. It may be a parent, a friend, a teacher, a law enforcement officer, a public official, or someone else in our community. Identify a freedom fighter that you know and compile the following information on her or him.

Name of Freedom Fighter: _____

Who Is She or He? (Include key information to identify the freedom fighter)

How does this person work to improve the community?

What questions would you like to ask this freedom fighter?

After-Exhibit Activity 2 (Elementary/Middle/High School)

A tableau is an activity where students assume roles and create “a frozen picture” that brings to life one moment in a story. The student’s expressive faces, body poses, and relationship to one another creates a living picture or sculpture. Teachers can use Tableau with all ages.

Tableau: Preparation

After the exhibit, teams of students find pictures depicting “freedom fighting”. Select one of these pictures to reenact in a tableau.

The Frozen Tableau

Now it’s time to make our own re-creation of the photo. Members of the team will “freeze” themselves in the front of the class to “become” the picture. The rest of the class will act as television reporters who can “unfreeze” each character by asking them contextual questions such as: “Who are you? What is going on in this scene? What are you feeling? What brought you to this moment? What do you think will happen next? What do you want the viewing audience to know about this event?” Each character responds to the reporter’s questions, then returns to her or his frozen position.

Wrap-up:

Students will discuss how the tableaux improved their understanding of each picture.

After-Exhibit Activity 3 (Middle/High School)

Tea Party Activity:

Cut out the tea party roles provided below. Give one role to each student in the class. Characters may be assigned to more than one student.

Explain to the students that they are going to be doing an activity in which they play the role of one of the local freedom fighters featured in the exhibit. In order to take on these roles they will need to master basic facts about the freedom fighters life and accomplishments. Ask students to read their roles several times, highlighting key facts that they want to emphasize. Each student should make a nametag to represent their freedom fighter identity.

During the Tea Party, students (in the role of a freedom fighter) will mingle and ask questions of the other freedom fighters. See the list of questions below.

1. Find a freedom fighter who was forcefully removed from her or his homeland. How does this inspire their work later in life?
2. Find a freedom fighter who is focused on helping one specific racial group. Why are they focusing on that one specific group?
3. Find a freedom fighter who was alive during World War II. What was their story during the war?
4. Find a freedom fighter who is fight for a similar cause. What is the common bond between your stories?
5. Find a freedom fighter who has helped teach others through stories/media. What type of medium did they use?
6. Find a freedom fighter who works with the youth of the community. Why do they work with the children?
7. Find a freedom fighter who uses their education to enhance their community? What type of education did they have? How did that help them?
8. Find a freedom fighter who stands up for the rights of people from a different gender/ethnicity/cultural group. Why are they helping those who are different from themselves?

At the end of the Tea Party, students should discuss their answers and experiences with others in the class.

<p style="text-align: center;">Thach Nguyen</p> <ul style="list-style-type: none"> • I escaped Vietnam in 1975 at the age of 14. • I founded APANO (Asian Pacific American Network of Oregon) to promote health, education and welfare of Asian /Pacific Islander Americans. This is a grass root organization with more than 1000 members statewide. • Instead of turning to violence at a young age, I decided to devote my life to assisting refugees and immigrant to this country. • I became the board chair for IRCO (Immigrants Refugees Center in Oregon). Under my vision and leadership, IRCO has become a national model for serving immigrants and refugees. Services provided include newcomers programs, employment services, early childhood education, domestic violence prevention, and citizenship education. 	<p style="text-align: center;">Bill Deiz</p> <ul style="list-style-type: none"> • I was involved in statewide anti-meth campaign from 2004-2006. • I am Communications Director of the Oregon Partnership, an anti-drug organization. As a result, the Oregon Legislature passed the toughest anti-meth laws in the nation and home meth labs, which had been a plague for years, dropped off the radar as a major threat. • I served as Master of Ceremonies for a successful fall fundraiser that raised more than \$60,000 to support of our Family Relief Nursery • I am currently working on a campaign to raise money for our Home Free program which helps survivors of domestic violence restore their dignity and their lives. • I received the YMCA volunteer of the year award in 1993.
<p style="text-align: center;">Evelyn Banko</p> <ul style="list-style-type: none"> • I was born January 21, 1936 in Vienna, Austria. • At two years old, my family and I fled to Riga, Latvia when the Nazis invaded Austria. • When Latvia was invaded my family and I traveled until we reached Japan where we boarded a ship with a destination towards America right before Pearl Harbor. • My immediate family and I survived the war, but my uncle, aunt, and grandparents were murdered by the Nazis. • I went from preschool through high school in Portland and graduated from the University of Oregon with a degree in elementary education. • I taught in Portland for thirty-three years. 	<p style="text-align: center;">Reverend Dr. Hector E. Lopez</p> <ul style="list-style-type: none"> • I am a retired minister from the United Church of Christ, and the first Latino ordained in the UCC and the first Latino UCC Conference Minister. • I have been active in social justice issues for 40 plus years. • I'm a member of Ainsworth United Church of Christ and a volunteer member of the Portland Rights Commission. • There is a Scholarship that has been created to assist Latino and Latina students in my name. The scholarship helps to prepare Latinas and Latinos future ministers, educated in the socially and theologically progressive seminaries of the UCC.
<p style="text-align: center;">Henry Sakamoto</p> <ul style="list-style-type: none"> • I helped with reaching out to the Muslim American community in Portland after the 9/11 attacks. • This reminded me of how the Japanese Americans were treated during WWII. • I am involved in a memorial tribute each year on Feb. 19th that sheds light on the hardships the Japanese community faced in 1942. • "History books rarely mention the violation of the history of the Japanese," so I educate the public about the things that did happen and can happen again. • From 1980-1989, I helped to create the Oregon Nikkei Endowment. • I helped to create the Japanese memorial in downtown Portland to remember the Japanese migration to Oregon. 	<p style="text-align: center;">Minoru Yasui</p> <ul style="list-style-type: none"> • I challenged the federal government in March 1942. This challenge was over a wartime curfew that was discriminatory, illegal, and unjust. • I lost my battle with the government in 1942 at the District Court level, and in 1943 at the U.S. Supreme Court level. • I was sent to jail, & then a Japanese Internment camp. 42 years later, in 1984, a federal judge in Portland "vacated" that conviction. • Living in Denver, in 1945, I became a lawyer & involved with community relations. I served as executive director of the Commission on Community Relations set up by the mayor from 1967 to 1983. • I was chairman of the Japanese American Citizens League's district covering Colorado, Wyoming, Texas, Nebraska, New Mexico, & Montana.

<p style="text-align: center;">Jordan Thierry</p> <ul style="list-style-type: none"> • I created a documentary film called The Black Fatherhood Project. • I'm from Aloha, Oregon and studied film at Howard University. • The Black Fatherhood Project is a critical exploration of the roles black men play as father figures in American families. • In the film, I search for great black fathers like my own, that exhibit the strength, wisdom, and spirituality black men utilize in guiding their children to living positive, healthy and progressive lives. • I work with many Dads' rights organizations and make sure fathers know how to make themselves a part of their child's life. 	<p style="text-align: center;">Kim Nyugen</p> <ul style="list-style-type: none"> • I emigrated from Vietnam with my family in response to the war in my country. • My involvement with the Asian community began in the 1980's. I worked with refugees that left their homes and didn't have relatives in the United States. • I worked placing Asian kids in homes and making sure they adjusted well. • For seven years I worked as a social worker in the Portland Public School system as a multicultural specialist. • I worked closely with gang members to encourage education and positive activities. • I am active member of the Asian Pacific American Network of Oregon (APANO) an grass roots organization that gives support to the Asian and pacific islanders of Oregon. The organization advocates healthcare, education and citizenship.
<p style="text-align: center;">Margaret Butler</p> <ul style="list-style-type: none"> • I am a Portland native who graduated from Franklin High School in 1975, and earned a history degree at Lewis & Clark College. • In 1991, I helped found Portland Jobs with Justice. • In 1996, I became Portland JWJ's first staff person. • Now, I am the director at Jobs with Justice, which supports a national campaign for workers' rights. • Working through coalitions of labor, community, religious, and constituency organizations, Jobs with Justice is fighting for workers' rights and economic justice. • We mobilize support for labor and community struggles at rallies, on picket lines, in educational settings and at meetings and hearings. 	<p style="text-align: center;">Mic Crenshaw</p> <ul style="list-style-type: none"> • After significant music and social work in Minneapolis, I moved to Portland where I quickly became one of the most respected artists in the Northwest. • In 2001, I won The Portland Poetry Slam. Championship and went on to finish as a national finalist. • I often speak to issues of race, white supremacy, economics, anti-oppression, and consciousness in my music. I draw from my experiences as a black man in America and time spent working as a teacher and community organizer. • I am also directly involved in a movement called, Up and Out of Poverty Now, which helps people who are evicted from their homes.
<p style="text-align: center;">Michael "Chappy" Grice</p> <ul style="list-style-type: none"> • I am a teacher, administrator, coach, mentor, researcher, college instructor, entrepreneur, arts advocate, raconteur, grandfather, and documentary filmmaker. • I have worked in public education for 40 years. • I am the Executive Director for the Center for Airways Science, an educational program for urban teenagers teaching aviation and applied mathematics. • I have recruited junior-high school students from San Francisco, Oakland, Detroit, and Portland schools for the engineering schools summer college preparatory seminar on the campus of Ft. Valley State University (Georgia) since 1992. • I am a civic leader who is active with the Coalition of Black Men and other groups. I have been a strong voice for equity in PPS and in the city. 	<p style="text-align: center;">Rebecca Shine</p> <ul style="list-style-type: none"> • I am a producer, and a co-founder of Graham Street Productions. • I am the president of R. Shine Inc., providing consulting services to non-profits, schools and public agencies. • I have mentored many undocumented youth. • My passion for social and economic justice, matched by my love of story-telling inspired me to bring the stories of immigrant youth to light. • All of these pieces of my life helped me to create the documentary "Papers," which is about children who were born outside the U.S. & raised in this country. These are young people who were educated in American schools, hold American values, know only the U.S. as home and who, upon high school graduation, and find the door to their future slammed shut.

<p style="text-align: center;">Renee Mitchel</p> <ul style="list-style-type: none"> • I am a former journalist, who was nominated twice for the prestigious Pulitzer Prize. • I left a 25-year newspaper career to reinvent myself as a creative African story teller and oral historian who nurtures hope, empowerment and inspiration. • I wear many hats as someone who is a diversity & equity advocate, inspirational keynote speaker, project director/event organizer, workshop and training facilitator, spoken-word poet/author/novelist, social justice grant writer, playwright/actress/theater director, and domestic violence/sexual assault survivor. • I have written children books and poetry. • I have created a program to help students find their writing voice, and take ownership of their lives. 	<p style="text-align: center;">Richard Brown</p> <ul style="list-style-type: none"> • I am a photographer who has traveled across the United States and Central America to tell the stories of people whose voices might not normally be heard. • I have inspired children by asking them what they want to be when they grow up and then taking their picture in that environment. This gave them a physical reminder of what their goal is. • I am involved in the Neighborhood Livability Organization dealing with police issues. • In the 80's I was engaged in formulating a foot patrol to counteract crime in Portland neighborhoods. • I help as a middle man between the neighborhoods and the police departments. • I currently help with the reform of police training of the new recruits to help them become better officers.
<p style="text-align: center;">Ron Herndon</p> <ul style="list-style-type: none"> • I have served as chairman of the National Head Start Association since July 1993. • As chairman, I serve as an ambassador representing the needs of the Head Start community to members of Congress, the administration, and the general public. • Since 1975, I have been director of the Albina Head Start program in Portland, Oregon. • The program is the recipient of numerous federal grants in support of local Head Start projects. These grants have been used for major building projects and the development of programming for Head Start parents and staff in Portland and surrounding communities. • I oversee and provide comprehensive full-day service to more than 400 Head Start children from the areas surrounding Portland. 	<p style="text-align: center;">Shelia Warren</p> <ul style="list-style-type: none"> • I am the president and founder of the Portland Parent Union. • The PPU was created with the desire to give parents representation and a collective voice equal to what teachers have. • We are a centralized group of parents and families connected to the resources and supports necessary to be powerful advocates for children and for each other, and ultimately for positive institutional changes and the greater common good.