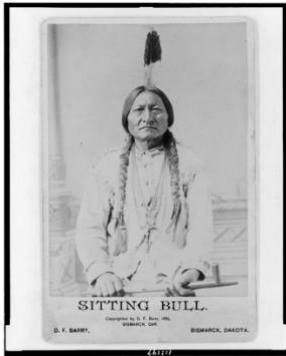


History-Social Science Framework Resource Collection



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Note: All images are hyperlinked. Citations are included at the end.
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GRADE 2, STANDARD 2.5

What makes someone heroic? Who are some people who made a difference in our lives?

NARRATIVE CONTENT FROM THE HSS FRAMEWORK

In Standard 2.5, students will be introduced to the many people, ordinary and extraordinary, who have contributed to their lives and made a difference. The teacher may pose a question such as, **What makes someone heroic?** or **“Who are some people who have made a difference in our lives?”** A picture book, such as *Rosa* by Nikki Giovanni, introduces students to an ordinary person, Rosa Parks, whose actions made a tremendous difference in the lives of others. Students learn about a variety of men, women and children whose contributions can be appreciated by young children and whose achievements have directly or indirectly touched the students’ lives or the lives of others. Included, for example, are scientists such as George Washington Carver, Marie Sklodowska Curie, Albert Einstein, Louis Pasteur, Jonas Salk, Charles Drew, and Thomas Edison; authors; musicians, artists and athletes, such as Jackie Robinson and Wilma Rudolph; and humanitarians like Clara Barton, Jane Addams, Henri Dunant, and Florence Nightingale. Teachers may read biographies aloud as well as utilize biographies written at a variety of reading levels, such as the *Rookie Biography* series, for students to read independently. As students meet these heroes from long ago and the recent past, they understand the importance of individual action and character in one’s life. As students identify and discuss the skills and knowledge that helped these people achieve their goals, they have opportunities to cite textual evidence, write informational reports, and create presentations.

Students can also make a difference. Students can work together in groups to brainstorm problems that exist at their school and in their community, such as litter or bullying. Students can evaluate and vote on a solution, which for litter might include hosting a clean-up day, increasing recycling, or working to change a rule. Students can create a plan and work in teams to carry it out. Together they can then evaluate their effectiveness. For example, is there less litter? Teachers can invite community members who are making a difference on issues important in the students’ lives as guest speakers or partners in student projects to make their communities a better place to live. By meeting local “heroes,” students will have role models from their own communities who are making a difference.

GRADE 2

Sitting Bull

This primary source set asks students to consider the actions and characteristics of people who have made notable contributions in history and their community. The investigative questions have students determining who was/is a hero and the difference he/she made. Some questions students may ask of the inspiring people included in this source set are:

- Who can be a hero?
- What are the actions of heroes?
- What are the characteristics of heroes?
- How does someone make a difference?
- What can we learn from studying heroes?

Teachers will help students understand that the answers to the above will form the basis of students' criteria for determining who and what makes a hero, and why heroes are important in society.

The heroes featured here are:

Sitting Bull -- Leader

Jane Addams --Social worker

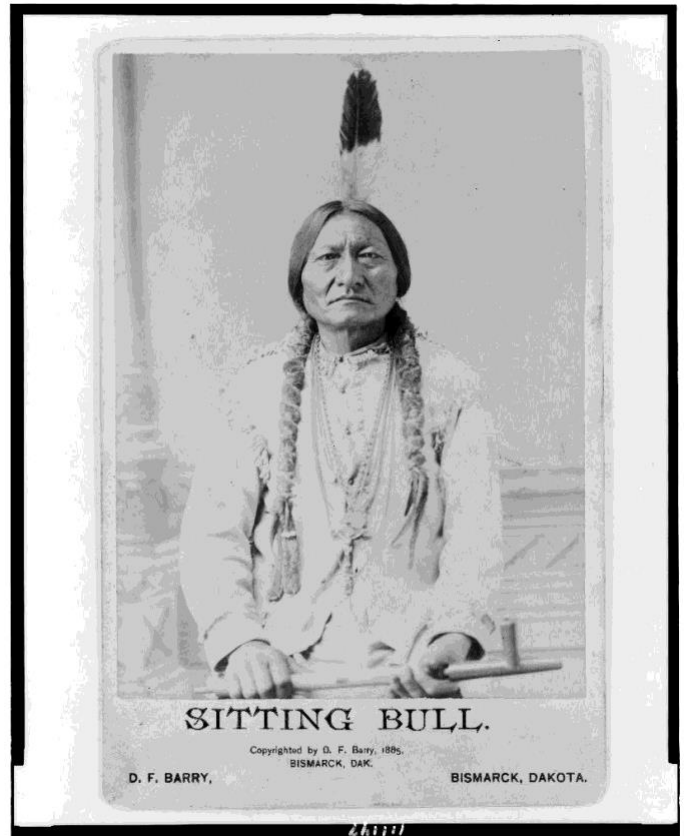
Marie Claire -- Scientist

Thomas Edison -- Inventor

Jackie Robinson – Athlete and Activist

Sonia Sotomayor—Supreme Court Judge

Fred Korematsu—Civil Rights Activist



Student's analysis of **SITTING BULL'S** biography will reveal his heroism in protecting his people, the Lakota, and trying to preserve their culture in the face of attacks by U.S. troops during the Indian wars of the Reconstruction era. Born around 1831 in present-day South Dakota, Sitting Bull was originally named "Jumping Badger," but at the age of fourteen, in recognition for a display of valor during a horse raiding excursion, he received the name Tatan' ka-iyó ' take, meaning "Buffalo Bull Who Sits Down," from his father.

After repeatedly distinguishing himself in resisting American troops, Sitting Bull became head chief of the Lakota nation in 1868. With the Fort Laramie Treaty of 1868, the federal government granting the Sioux exclusive rights to the Black Hills of Dakota Territory, an area of great spiritual significance for the Lakota. But after gold was discovered there, the government tried to purchase the Black Hills. When this effort failed, the government ignored the Fort Laramie Treaty and ordered Indians to return to their reservations so that they would not impede the rush of white miners invading the area. Lieutenant Colonel George A. Custer was charged with forcing Indians back onto their reservations.

In June 1876, during the Battle of Little Big Horn, or "Custer's Last Stand," Sitting Bull successfully defended his people against Custer and the 7th Cavalry. In less than an hour, Custer and 265 of his soldiers were killed. But the victory was short-lived. After thousands of additional federal troops arrived in the Black Hills, thousands of Lakota surrendered, and Sitting Bull and some of his followers fled to Canada.

In 1881, Sitting Bull found it impossible to feed his people, and returned to the United States to surrender. The Army sent Sitting Bull to Standing Rock Reservation. However, his popular reception there made army officers fear that he would incite another uprising among the Lakota. So Sitting Bull was held as a prisoner of war at Fort Randall for two years. Sitting Bull later worked for Buffalo Bill's Wild West show in 1885 for four months. But unwilling to sacrifice his cultural values, he returned to Standing Rock, rejected Christianity, and lived in his own cabin with two wives. In 1890, federal troops grew alarmed about the spread of the Ghost Dance, a religious movement begun by a Paiute Indian named Wovoka, who envisioned that the sacred ceremony would rid the land of whites and restore Indians' way of life. To prevent Sitting Bull from popularizing the movement among his people, Standing Rock authorities sent Lakota policeman to arrest him. In December 1890, after the Lakota police seized Sitting Bull, his followers gathered outside his house to protect him. Sitting Bull died in the ensuing gunfight.

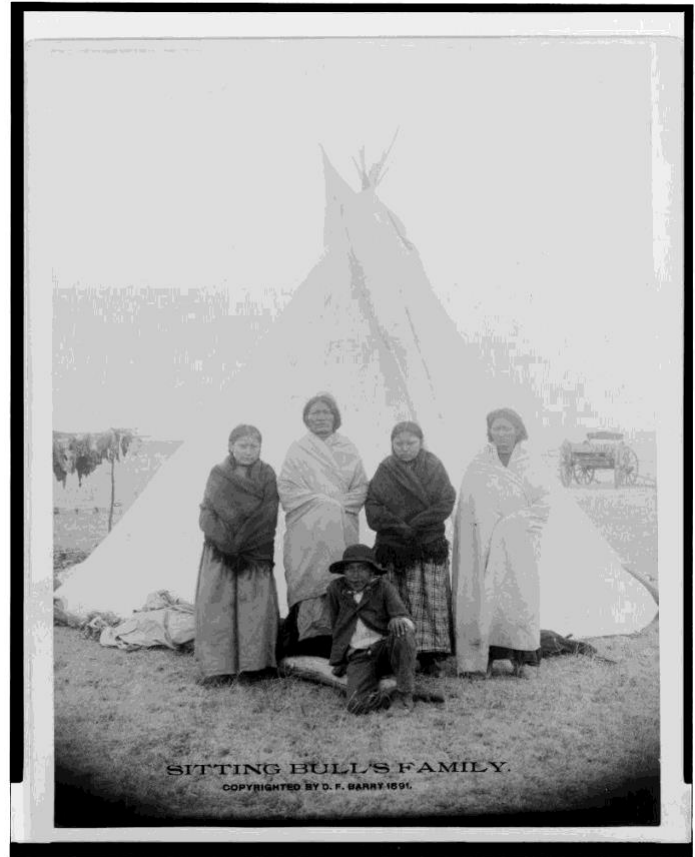
Song of Sitting Bull

The tribe
named me,
so

in courage

I shall live.

It is reported Sitting Bull
said this.



Title: [Song of Sitting Bull \[B13\]](#)

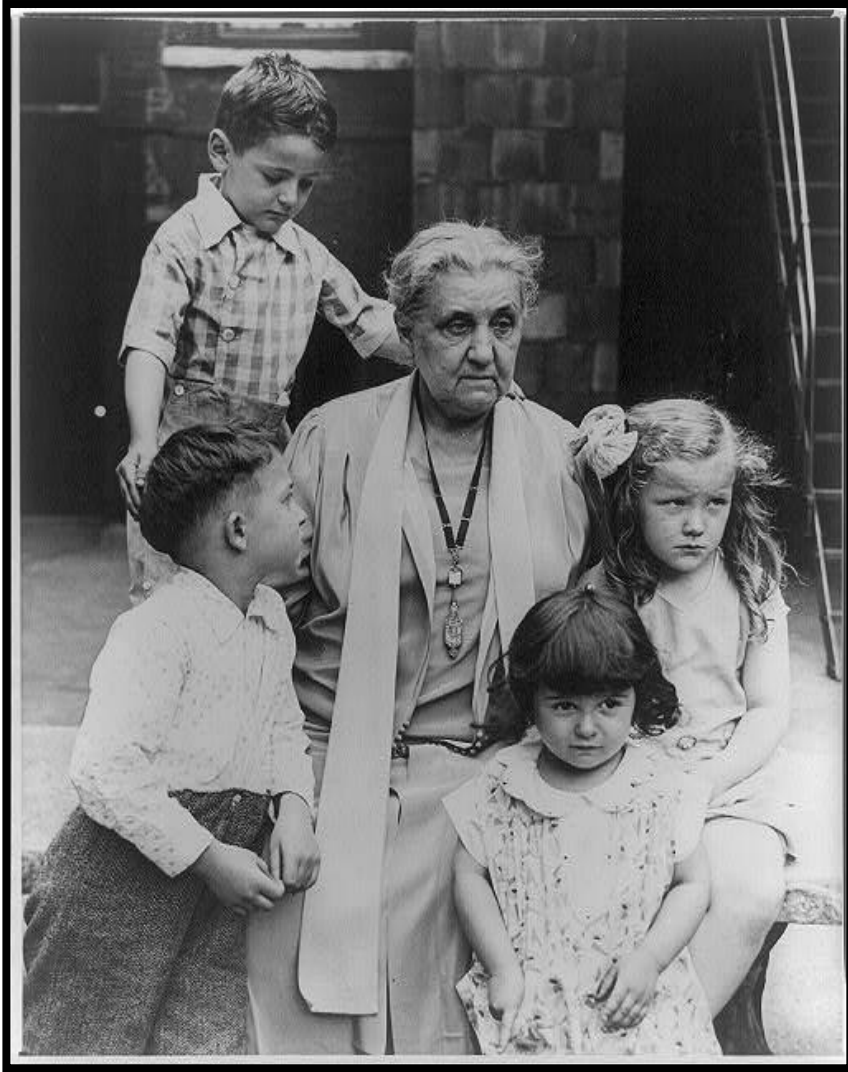
Creator(s): Sung by Used-as-a-Shield, recorded by Frances Densmore, published in "Songs of the Sioux: From the Archive of Folk Song," page 12.

Date Created/Published: Library of Congress, 1951; See "Liner notes" PDF under AFS L23: Songs of the Sioux:

Liner note:

"Probably no Sioux chief is so famous as Sitting Bull, whose Sioux name was Tatan' ka-iyo ' take (literally translated Sitting Buffalo Bull). A majority of the writer's informants knew Sitting Bull in the days of his power, and a portion of her work was done near the site of his camp. The song here presented has a personal connection with him. The great change in the life of the Sioux took place in 1889 when the Great Sioux reservation passed into history and the boundaries of five reservations were determined. A commission held councils with the Indians and one of these councils, attended by Sitting Bull, was held on the present site of the Standing Rock reservation to consider ceding land to the government. Used-as-a-Shield, who recorded this song, said the last time that Sitting Bull was in a regular tribal camp was on the occasion of this council. He said "Sitting Bull used to go around the camp every evening just before sunset on his favorite horse, singing this song."

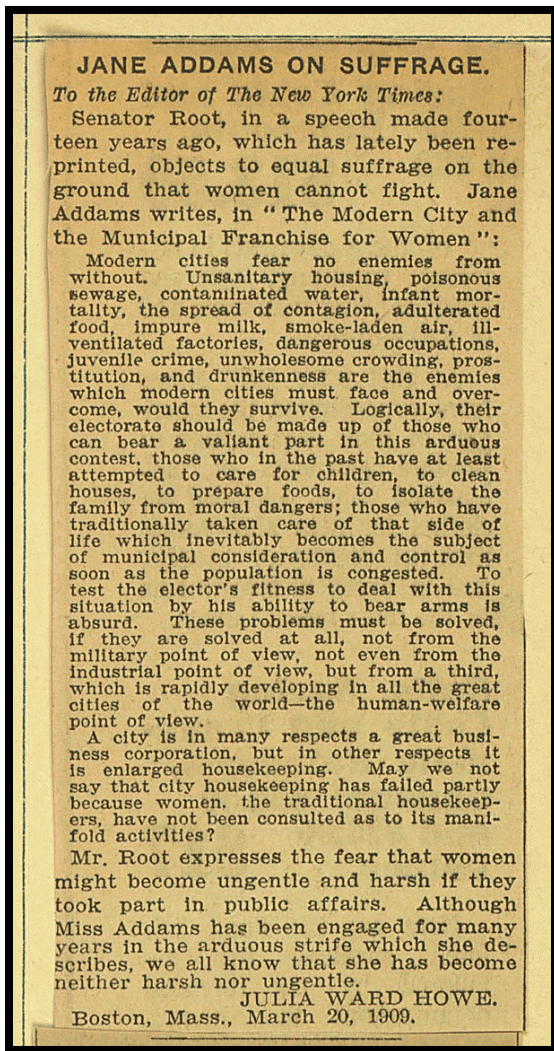
Jane Adams



As a Progressive Era social reformer, suffragist, and peace activist, **JANE ADDAMS** (1860-1935) displayed heroism from the late nineteenth to the mid-twentieth century by challenging social inequalities, and by serving as an advocate for the rights of immigrants, women, and children. Addams was born in 1860, in Cedarville, Illinois, to a wealthy family. Her father, John H. Addams was a friend of Abraham Lincoln, and served as an Illinois State Senator. Jane was one of the early generations of American women who received a college degree. After attending Rockford Female Seminary, she attended the Woman's Medical College of Philadelphia, but a number of health problems led her to change career plans. During a tour of Europe, she visited the world's first settlement house, Toynbee Hall, in London. The settlement house movement was an effort to reform urban neighborhoods, where upper- and middle-class settlement-house residents would live amidst the poor, offering both social services like healthcare and daycare, and programs of "cultural uplift" that endeavored to remake the urban poor in the image of the settlement residents themselves. Settlement houses replicated elite Victorian homes and administered fine art programs, as well as courses in literature, language, history, and philosophy. Also common at settlement houses were various clubs for children and adults.

In 1889, Addams co-founded with Ellen Gates Starr one of the earliest and most prominent American settlement houses—Chicago's Hull-House. Hull-House was located in the Nineteenth Ward on Chicago's Near West Side, which was populated by poor and working-class European immigrant families. Hull-House residents were predominantly middle-class, white, educated women, who pioneered the field of social work and sought to promote public health and labor reforms. Although "Americanization," or inculcating immigrants with Anglo-American values, was a key project of Hull-House and other settlement houses, Addams also sought to preserve her neighbors' cultural heritages by hosting ethnic evenings and facilitating various ethnic clubs. Hull-House established Chicago's first public playground and bathhouse in 1893. Collaborating with other organizations on the eight-hour working day, workplace safety, child labor, juvenile delinquency, tenement-house regulation, and municipal sanitation, among other issues, Addams gained a national reputation as a social reformer.

In her 1909 letter to the *New York Times* editor, women's rights activist Julia Ward Howe illustrated how Addams and her settlement house colleagues strategically drew on women's traditional gender norms to promote their participation in the public sphere. Howe quoted Addams: "Unsanitary housing, poisonous sewage, contaminated water, infant mortality, the spread of contagion, adulterated food, impure milk, smoke-laden air, ill-vented factories, dangerous occupations, juvenile crime, unwholesome crowding, prostitution, and drunkenness are the enemies which modern cities must face....A city is in many respects a great business corporation, but in other respects it is enlarged housekeeping. May we not say that city housekeeping has failed partly because women, the traditional housekeepers, have not been consulted as to its manifold activities?"



A city is in many respects a great business corporation, but in other respects it is enlarged housekeeping. May we not say that city housekeeping has failed partly because women, the traditional housekeepers, have not been consulted as to its manifold activities?

Jane Addams

During World War I, **JANE ADDAMS** came under attack and was labeled a dangerous radical on account of her pacifist views. But in 1931, she became the first American woman to win the **NOBEL PEACE PRIZE** for her efforts to promote peace and social welfare. Although Addams died in 1935, Hull-House remained an important institution, serving Chicago until the University of Illinois acquired the surrounding land in the 1960s.

NOBEL PRIZE

[Alfred Nobel](#) had a vision of a better world. He believed that people are capable of helping to improve society through knowledge, science and humanism. This is why he created a prize that would reward the discoveries that have conferred the greatest benefit to mankind. Since 1901, the Nobel Prize has been awarded in the fields of physics, chemistry, physiology or medicine, literature and peace, while a memorial prize in economic sciences was added in 1968. [[From the Nobel Prize organization.](#)]

THE NORWEGIAN NOBEL INSTITUTE'S ACKNOWLEDGEMENT OF JANE ADDAMS

[Jane Addams was the second woman to receive the Peace Prize.](#) She founded the Women's International League for Peace and Freedom in 1919, and worked for many years to get the great powers to disarm and conclude peace agreements. In the USA, Jane Addams worked to help the poor and to stop the use of children as industrial laborers. She ran Hull House in Chicago, a center which helped immigrants in particular. During World War I, she chaired a women's conference for peace held in the Hague in the Netherlands, and tried in vain to get President Woodrow Wilson of the USA to mediate peace between the warring countries. When the USA entered the war instead, Jane Addams spoke out loudly against this. She was consequently stamped a dangerous radical and a danger to US security. Addams was critical of the peace treaty that was forced on Germany in 1919, maintaining that it was so humiliating that it would lead to a German war of revenge. At the end of her life, Jane Addams was honored by the American government for her efforts for peace.

Marie Sklodowska Curie



MARIE SKLODOWSKA CURIE'S

biography illustrates her heroism as a pioneering female scientist at a time when women faced exceptional barriers to pursuing higher education and securing employment in the sciences. One of the most acclaimed scientists of the early twentieth century, Marie was born in Warsaw in 1867, the fifth child of two teachers. Curie went on to study physics, chemistry, and mathematics at the Sorbonne in Paris. She had intended to return to Poland, but after meeting French scientist Pierre Curie, the head of a laboratory at the School of Industrial Physics and Chemistry, she remained in Paris to earn her PhD in science, marry Pierre, and begin a family. For her graduate research, Marie investigated the elements uranium and thorium to better understand the process of spontaneous radiation (or, the process whereby energy is emitted when an unstable atomic nucleus disintegrates), which was first discovered by Henri Becquerel. Marie made the revolutionary discovery that a molecule's ability to emit radiation was not dependent on its arrangement of atoms, but rather the interior structure of the atoms. Hypothesizing that some unknown element existed with stronger radioactivity than uranium or thorium, Marie enlisted Pierre in her research, and together they discovered two new radioactive elements—radium (Latin for "ray"), and polonium (named in honor of Marie's native Poland).

FILM RECORDINGS OF MARIE SKLODOWSKA CURIE (Video links):

- [The scientist in her lab](#)
- [The scientist at a press event](#)

Marie Skłodowska Curie and President Warren Harding, May 20, 1921.



MARIE CURIE was the first woman to receive the Nobel Prize, and the only woman to win a Nobel Prize in two different sciences. The Nobel Prize is a prestigious international award given every year to exceptional people in physics, chemistry, medicine, literature, and peace. Curie received her first Nobel Prize in Physics in 1903 for her research on Becquerel's theory of radioactivity, and her second Nobel Prize in 1911 in Chemistry for her discovery of radium and polonium. Curie's research had important implications for medicine, especially for the development of x-ray technology. During World War I, Curie became the head of the International Red Cross's radiological service, where she led x-ray technique trainings for medical practitioners. After Pierre died in a carriage accident in 1906, Marie took over his teaching post, becoming the Sorbonne's first female professor. The second primary source here depicts Curie with President Warren G. Harding, during a 1921 White House ceremony that recognized Curie's accomplishments and presented her with a gift of a gram of radium (worth \$100,000 in 1920s currency) to help facilitate her research. Curie died in 1934, from the effects of leukemia caused by her exposure to radiation. Her daughter, Irene Curie, went on to win the Nobel Prize for Chemistry in 1935.

Thomas Alva Edison



A prolific inventor, **THOMAS ALVA EDISON** acquired 1,093 patents over the course of his lifetime. In analyzing Edison's biography, students will note how he overcame disability to make many significant contributions to society that students encounter in their day-to-day lives, including the electrification of America. Edison was born in 1847 in Milan, Ohio, the youngest of seven children. To better support his family, Edison's father, Sam Edison, moved them to Port Huron, Michigan, in 1854 so that he could work in the lumber business. Edison was a poor student in elementary school, so his mother decided to homeschool him. He enjoyed studying chemistry and mechanics from a young age. When Edison was twelve, he nearly went deaf. It is unknown what exactly caused his hearing loss—some theories point to his childhood case of scarlet fever, while Edison himself claimed it had resulted from someone grabbing him by the ears and lifting him onto a train. Edison maintained that his deafness ultimately benefitted him because it allowed him

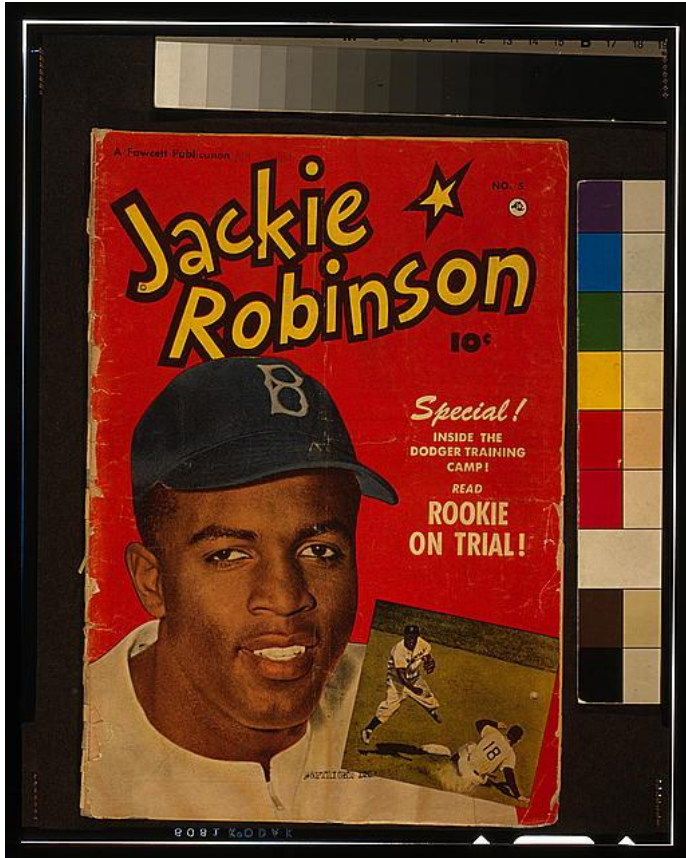


UPPER FLOOR, EDISON'S MENLO PARK LABORATORY, DEARBORN, MICH.

to focus on his research. In the 1860s, Edison worked as a telegraph operator, until he resigned in 1869 to concentrate on his inventions. After working on improvements to the telegraph, in 1876 he opened a laboratory, commonly known as the “invention factory,” in Menlo Park, New Jersey.

The second primary source here depicts a recreation of Edison’s laboratory in Dearborn, Michigan, by Edison’s great admirer Henry Ford for Ford’s museum Greenfield Village. At Menlo Park, Edison improved Alexander Graham Bell’s telephone transmitter, making voice transmission louder and clearer. In 1877, drawing on his experience with the telegraph and telephone, Edison invented the phonograph, a device for the mechanical recording and reproduction of sound. The first words recorded by Edison through the phonograph were “Mary had a little lamb.” Edison’s invention was partly motivated by his belief in the machine’s potential for helping blind individuals. Edison next turned toward working on electric lighting, and in 1879 invented the incandescent bulb, as well as an electrical lighting system for cities. In 1882, Edison’s first commercial electric lighting system illuminated Pearl Street, in Lower Manhattan’s financial district. In 1887, Edison moved to a larger laboratory in West Orange, New Jersey, where he worked on a motion picture camera, and marketed his early film projector, the Vitascope, in 1896. Edison died in 1931. The legacy of Edison’s creativity and determination is evident in his abundant inventions continue to shape our lives. His inventions helped launch three key industries: recorded music, electrical power, and motion pictures. In his research laboratories and numerous business endeavors, Edison also pioneered industrial research and development model, which remains important for today’s advances in technology.

Jackie Robinson



JACKIE ROBINSON'S biography will help students understand how sports icons and other cultural figures contributed to the Civil Rights Movement by courageously asserting their beliefs in the public eye and breaking the color line. As a strong advocate of equal rights for African Americans, Robinson's heroism was evident in his challenging racial discrimination within the military, professional sports, and everyday life. Born in 1919 to a sharecropper family in Cairo, Georgia, Jack Roosevelt "Jackie" Robinson grew up in Pasadena, California. His mother worked several jobs to single-handedly raise Jackie and his four older siblings.

Robinson went on to attend the University of California, Los Angeles, where he was the first student athlete to win four varsity letters in one year—in baseball, basketball, football, and track. In 1942, Robinson was drafted into the army, and assigned to a segregated cavalry unit in Fort Riley, Kansas. Robinson and heavyweight boxing star Joe Louis protested the Fort Riley Officer Candidate School's (OCS) failure to admit African American candidates. Robinson succeeded in attending OCS, and after his commission as a second lieutenant he relocated to Fort Hood, Texas. Robinson experienced further discrimination during his service. In 1944, a driver of a bus line commissioned by the Army ordered Robinson to sit at the back of the bus.

When Robinson refused, the driver asked the military police to take Robinson into custody. The case's investigating officer asked questions that Robinson found racist, and when Robinson later asked the officer about the investigation, he had Robinson court-martialed. An all-white panel acquitted Robinson, and he received an honorable discharge in November 1944.

Soon after, Robinson joined the Kansas City Monarchs, a baseball team in the Negro Leagues. Professional baseball had long been segregated. But in 1946, Robinson began to challenge the institution's pattern of segregation by joining the Brooklyn Dodger's Triple-A minor league team, the Montreal Royals. In April 1947, at age 28, he officially broke the major league color line by playing his first game for the Brooklyn Dodgers. Robinson received a range of reactions from fans, journalists, and other players, from enthusiastic support to open hostility and racist insults. Robinson received the league's first Rookie of the Year Award in 1947, and the award was later renamed in Robinson's honor. Over the course of his 10-year career, Robinson won the National League Most Valuable Player award in 1949, played in six World Series, and earned a .311 lifetime batting average. After his baseball career, Robinson remained a staunch civil rights advocate, and was active in the National Association for the Advancement of Colored People (NAACP). He was elected to the Baseball Hall of Fame in 1962. A little over a year after his oldest son died in a car accident in 1971, Robinson died of a heart attack in 1972, leaving behind his wife and two children.



JACKIE ROBINSON IN CROWD SPEAKING TO REPORTERS, BIRMINGHAM, ALABAMA

May 14, 1963

Sonia Sotomayor



VISIT [HERE](#) FOR A NARRATED FAMILY ALBUM BY JUSTICE SONIA SOTOMAYOR.



“And what the **UNITED STATES SUPREME COURT** does is, it answers the question of whether any act was constitutional or not. Was it something that could be done, or not done?

We also look at laws and say, this is what Congress intended. This is what it means. . . .

The key to success is always hard work. And study. Now, there's one part of the story I forgot to tell you. Which is, when I got to college I realized that I didn't really know how to write English very well. Because, you see, in my house they only spoke Spanish. And so when I was writing, I was thinking in Spanish and translating the Spanish to English. And that's very awkward. Because the structure of Spanish is a little bit different than the structure of English. And I found a teacher in college who helped me learn how to write English. Because writing the word is very, very powerful. And so that will open the doors for me to be successful. Learning how to argue standing up. But how to argue better in my writing.”

JUSTICE SONIA SOTOMAYOR (MARCH 07, 2015)

[Justice Sonia Sotomayor Explains Magna Carta to Students from School Without Walls](#)

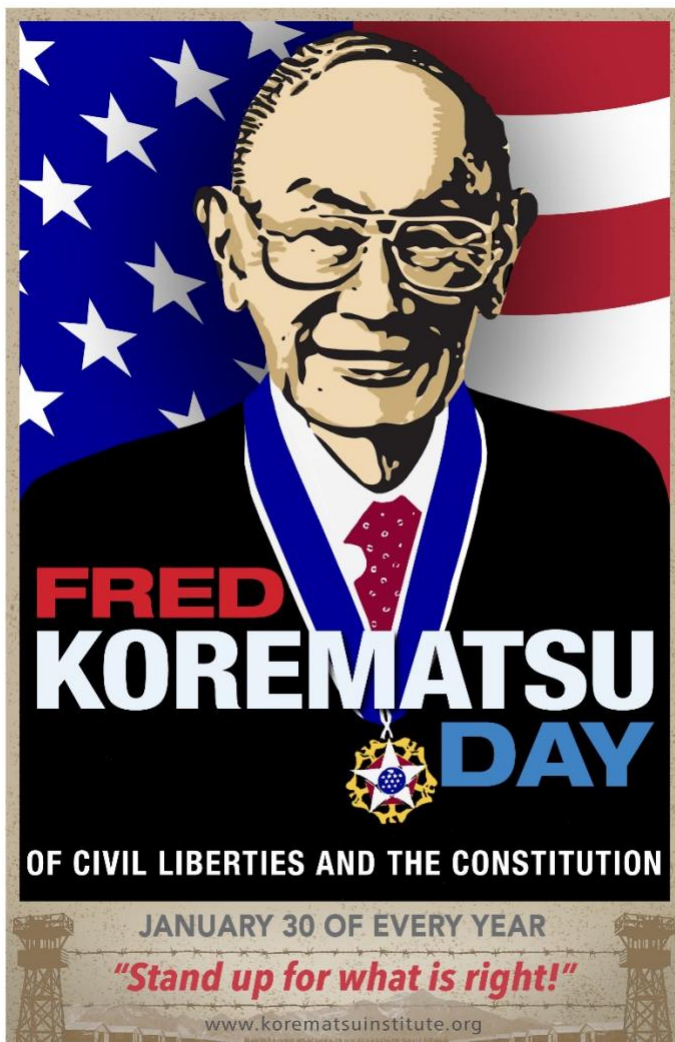
Fred Korematsu

FRED T. KOREMATSU was a national civil rights hero. In 1942, at the age of 23, he refused to go to the government's incarceration camps for Japanese Americans. After he was arrested and convicted of defying the government's order, he appealed his case all the way to the Supreme Court. In 1944, the Supreme Court ruled against him, arguing that the incarceration was justified due to military necessity.

In 1983, Prof. Peter Irons, a legal historian, together with researcher Aiko Herzig-Yoshinaga, discovered key documents that government intelligence agencies had hidden from the Supreme Court in 1944. The documents consistently showed that Japanese Americans had committed no acts of treason to justify mass incarceration. With this new evidence, a pro-bono legal team that included the Asian Law Caucus re-opened Korematsu's 40-year-old case on the basis of government misconduct. On November 10, 1983, Korematsu's conviction was overturned in a federal court in San Francisco. It was a pivotal moment in civil rights history.

Korematsu remained an activist throughout his life. In 1998, he received the Presidential Medal of Freedom, the nation's highest civilian honor, from President Bill Clinton. In 2010, the state of California passed the Fred Korematsu Day bill, making January 30 the first day in the U.S. named after an Asian American. Korematsu's growing legacy continues to inspire people of all backgrounds and demonstrates the importance of speaking up to fight injustice. (Teacher Toolkit [here](#))

**This biography is courtesy of the [Fred Korematsu Institute](#).*



“IF YOU HAVE A FEELING THAT SOMETHING IS WRONG, DON’T BE AFRAID TO SPEAK UP.”

**[WATCH](#) Fred Korematsu receive the Presidential Medal of Freedom.*

Citations

(Sources are listed as they appear in the text.)

D.F. Barry. [Sitting Bull / D.F. Barry, photographer, Bismarck, D.T.](#) c. 1885.

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Detroit Publishing Co. [Upper floor, Edison's Menlo Park Laboratory, Dearborn, Mich.](#) c.1930.

Title: [Front cover of Jackie Robinson comic book](#)

Creator(s): Illus. in: Jackie Robinson. Greenwich, Conn.: Fawcett Publications, c1951, v. 1, no. 5, front cover.

Date Created/Published: c1951.

Comics Illustration. [Back cover of Jackie Robinson comic book](#). Fawcett Publications Greenwich, Conn. (v. 1, no. 5), c. 1951.

[Trikosko, Marion S. \[Jackie Robinson in crowd speaking to reporters, Birmingham, Ala.\]](#). May 14, 1963.

[Justice Sonia Sotomayor Official Supreme Court Biography](#)

Center for the Book and The Young Readers Center. [Justice Sonia Sotomayor Explains Magna Carta to Students from School Without Walls](#). Library of Congress. March 7, 2015. Running time: 55 minutes. [View Transcript](#).

[Fred T. Korematsu Institute's Biography of Fred Korematsu](#)

Additional Resources

(From the Library of Congress and More)

[America's Story from America's Library: Meet Amazing Americans](#)

[America's Story from America's Library: Custer's Last Stand](#)

[America's Story from America's Library: Jane Addams](#)

[Images of 20th Century African American Activists: A Select List](#)

[Marie Curie: A Gift of Radium](#)

[Alfred Nobel](#)

[Biographies of Women Scientists: For Girls and Young Women](#)

[Women of Invention: Women Inventors and Patent Holders](#)

[George Washington Carver and Nature Study](#)

[America's Story: America's Library: Thomas Edison and the First Phonograph](#)

[Lesson Plan \(grades 6-12\): Thomas Edison, Electricity, and America](#)

[National Disability Employment Awareness Month: Thomas Edison](#)

[Life of Thomas Alva Edison](#)

[By Popular Demand: Jackie Robinson and Other Baseball Highlights, 1860s-1960s](#)

[Lesson Plan \(grades 9-12\): Baseball, Race Relations and Jackie Robinson](#)

[Fred T. Korematsu Institute Classroom Toolkit](#)