HEROES & VILLAINS

The Quest for Civic Virtue

A program of the Bill of Rights Institute
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Founded in September 1999, the Bill of Rights Institute seeks to educate young people about the words and ideas of America’s Founders, the liberties guaranteed in our Founding documents, and how our Founding principles continue to affect and shape a free society. The Bill of Rights Institute is an educational non-profit organization, classified by the Internal Revenue Service as a 501(c)(3) organization, a public charity. With an annual operating budget of over $3.3 million, the Institute is grateful to be supported by 3,000 individual, corporate, and foundation donors.
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LESSONS AND NARRATIVES

Primary Source Activity: Benjamin Franklin and Civic Virtue ................................................................. xv

LESSONS AND NARRATIVES

The Unknown Rebel's Courage at Tiananmen Square .................................................................................1
• An anonymous individual refused to yield to a tank during the crackdown on protesters at Tiananmen Square.
• Courage can be understood as every virtue at the testing point.
• Stand firm in being a person of character and doing what is right, especially when it is unpopular or puts you at risk.

Thomas Jefferson and the Rewards of Humility .........................................................................................11
• Thomas Jefferson displayed a special intellectual humility that allowed him to learn from others.
• The people closest to a situation or problem often have the best knowledge to address it.
• Remember that your ignorance is far greater than your knowledge. Give praise to those who earn it.

The Responsibilities of Frederick Douglass .......................................................................................... 21
• Frederick Douglass persevered despite terrible injustice and took responsibility for his own learning.
• The virtue of responsibility is often a struggle but one that must become a habit.
• Remember that real leaders strive to know and do what is best, not what is most popular.

How Jourdon Anderson Understood Justice .............................................................................................29
• Escaped slave Jourdon Anderson articulated a definition of justice in response to his former master’s request that he return and work for him.
• Justice requires respect for individual rights.
• Stand for equally applied rules that respect the rights and dignity of all, and make sure everyone obeys them.

Alice Paul's Perseverance for the Vote ..................................................................................................... 37
• Alice Paul endured extreme personal hardships in her struggle to win the right to vote for women.
• Accomplishing great things almost always requires the virtue of perseverance.
• Remember how many people before you chose the easy path rather than the right one, and stay the course.
The Schechter Brothers’ Contribution

- The Schechter brothers fought against an unjust law that took away their right to earn a living.
- Every person has the right and the responsibility to take care of himself and to use his talents to improve the lives of others.
- Discover your passions and talents, and use them to create what is beautiful and needed. Work hard to take care of yourself and those who depend on you.

Elizabeth Eckford, the Little Rock Nine, and Respect

- Elizabeth Eckford and the Little Rock Nine courageously faced down an angry mob after the Supreme Court ordered the racial integration of public schools in Arkansas.
- All that is necessary for evil to triumph is for good people to do nothing.
- Protect your mind and body as precious aspects of who you are. Extend that protection to every other person you encounter.

August Landmesser’s Courageous Refusal

- It takes courage to refuse to go along with the crowd.
- Mob mentality is a particular danger in democracies.
- Stand firm in being a person of character and doing what is right, especially when it is unpopular or puts you at risk.

Benedict Arnold’s Treason

- Benedict Arnold was a traitor who abused the confidence of his brothers-in-arms.
- People freely living and working together must be able to trust each other.
- Tell the truth, expose untruths, and keep your promises.

George Washington and Self-Governance

- George Washington moderated the passions of the mob as well as his own desires when he refused to seize power by force.
- Self-government on a societal level requires self-government on an individual level.
- Remind yourself daily that history remembers the very best and the very worst leaders. Which are you becoming?
- Be self-controlled, avoid extremes, and do not be excessively influenced or controlled by others.

Answer Key
RESPECT

Suggested Launch Activity

TEACHER’S NOTES

**About Launch Activities**
This optional introductory activity is designed to support you in the classroom. However, the primary narratives and photos in the section that follows can be used with or without this introduction.

**CENTRAL QUESTION:** Why is respect important in a society that values individual liberty?

Before class, post the following: **Respect:** To protect your mind and body as precious aspects of your identity. To extend that protection to every other person you encounter.

Before launching a brief, introductory discussion, set a key ground rule: Only those present may be topics of discussion, and only with their permission. Ask students how this simple ground rule is a way of showing respect to others.

Then, ask: “Have you ever embarrassed or even humiliated yourself, or been embarrassed or humiliated by someone else, in a fairly public way?” (Students’ responses may include “in-person” or social media experiences.)

Follow up with:
- What made it awkward? Difficult?
- What was your reaction at the time? How did you handle it afterward?
- If an apology was needed, was it offered? Why or why not? What makes apologies difficult in those circumstances? How does offering an apology show respect? Do any other civic virtues play a part?
- If you were in this situation, or in another one, the person who has ever “learned a lesson the hard way” by being the one who embarrassed or hurt another person, what exactly is the lesson you learned?
- Refer to the word “responsibility”—along with its definition—that you posted earlier.
- Ask: How is everything we’ve just been discussing related to this definition of respect?
- How is respect related to civil discourse?
- How does the freedom we have in our society sometimes lead to these kinds of situations?

Assign students to groups of 3 or 4 to discuss the central question: Why is respect important in a society that values individual liberty?

Bring the class together for a large-group discussion of the question before transitioning to the Primary Source Activity.
1. Use details in the picture, as well as what you know about history, to answer the following questions.

   • Describe the people in the photograph. Who do you see?
   • Observe various individuals’ posture and gestures. What does this tell you about what is happening?
   • Look at the clothing and hairstyles to identify the time period when this photograph was likely taken.
   • Given your response to the questions above, identify the general place (region, country) where you believe it could have been taken.
   • Based on what you see in the photograph, your existing knowledge of history, and inferences based on both, identify the historical period during which this photograph was taken.
2. What do you already know about the historical period this photograph depicts? How does that inform your understanding of the photograph?

3. Identify and describe the one or two people who are the focal points of these photographs.

4. Does this photograph illustrate or respect – or lack of respect? How? How does this inform your understanding of this time period and the situation in the photograph?

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**Defining Civic Virtues: Respect**

To protect your mind and body as precious aspects of your identity.
To extend that protection to every other person you encounter.
The Supreme Court case of Brown v. Board of Education (1954), with its declaration that segregated public schools were unconstitutional, overturned decades of precedent and challenged deeply held social traditions. Resistance to the decision was widespread, especially in the south. Not all state governments were quick to comply with the Supreme Court’s order to integrate “with all deliberate speed,” and many fought openly against it. Arkansas Governor Orval Faubus ordered his state’s National Guard to block the entry of nine newly enrolled African-American students to Central High School in Little Rock.

A violent mob gathered in front of the school, and city police failed to control it. When Elizabeth Eckford stepped off the city bus, wearing the pleated skirt she had sewn for what was to be a happy occasion, it was this mob scene that greeted her. The eight other African-American students had made plans to arrive at school together, but because Eckford’s family did not have a phone, she did not learn of these plans. She arrived at school and faced the angry mob alone. National Guardsmen, under the direction of Governor Faubus, blocked all of the African-American students from entering the school. Eckford proceeded to a bus stop to leave the area as angry segregationists shouted threats.

Discussion Guide

Directions: Discuss the following questions with your partner(s).

1. How did Elizabeth Eckford’s actions illustrate courage as a civic virtue?

2. The federal district court ordered Governor Faubus to withdraw the National Guard, which he did. The Little Rock Nine students tried again three weeks later, this time escorted by city police. Protesters soon forced their way into the building, and police escorted the African-American students out for their own safety. How do Eckford’s actions illustrate the virtue of perseverance?

3. The woman pictured screaming racial epithets at Eckford is Hazel Bryan. What virtues are absent in Bryan at that moment?
   - There is more to the story about Hazel Bryan and Elizabeth Eckford. If you have time, research it. What other civic virtues were—or were not—a part of this “sequel” to Eckford’s and Bryan’s story?
   - One moment in time was captured in this photograph, and may or may not have reflected the full dimension of each of the depicted students’ character. Yet the people in the photograph must live with what they did on that day. What similar “moment in time” scenarios may exist in your life today? In what situations is it possible that you could do or say something that you can’t take back — and that people may never forget?

4. What virtue appears to be absent among the many bystanders in this photograph?

5. How might this photograph have been different—and how might history have been different—if one of the bystanders had acted in defense of Eckford and the other African-American students? (Optional extension: Write a vivid, moment-by-moment description of how this scene could have been different.)

6. Respect is a virtue, but does that mean everyone and everything deserves your respect? For example, does Bryan deserve your respect as she hurls racial epithets at Eckford? Why or why not?

7. In response to the crisis, President Eisenhower federalized the Arkansas National Guard. Troops from the 101st Airborne Division assisted in the integration of the high school. In his address to the nation on September 24, 1957, the president said that “mob rule cannot be allowed to override the decisions of our courts.” What kinds of respect are lacking when there is “mob rule”? Respect for the law? Respect for the rights of other people? What others? (Optional extension: Find primary sources that provide additional information about these events. Report back to the class on what you found, including a citation of the source or sources that you found.)

8. Describe the relationship between respect and civil discourse and explain the importance of respect in a society built on individual freedoms, including free speech.
Virtue In Action

Think about ways you can show respect to yourself and others in your daily life.

- Protect your mind and body as precious parts of who you are. Extend that protection to every other person you encounter.
  - Treat your family members, teachers, school administrators, and others who have just authority over you with respect.
  - Listen and give due consideration to the views of others.
  - Defend just claims.
- Stand up for the rights and dignity of others.
- For additional inspiration, you may research the lives of the Little Rock Nine: Carlotta Walls, Jefferson Thomas, Elizabeth Eckford, Thelma Mothershed, Melba Pattillo, Terrence Roberts, Gloria Ray, Minnijean Brown, and Ernest Green.

Sources & Further Reading


‘Elizabeth and Hazel’: The Legacy of Little Rock.
www.npr.org/2011/10/02/140953088/elizabeth-and-hazel-the-legacy-of-little-rock
Below are corresponding literature and film suggestions to help you teach this virtue across the curriculum. Sample prompts have been provided for the key corresponding works. For the other suggested works, or others that are already part of your curriculum, create your own similar prompts to expand on the theme of respect.

**To Kill a Mockingbird by Harper Lee**
Taking a stand for justice is more difficult—and more important—when you must stand alone. How does Atticus Finch stand up for justice against the entire community? *Note: The 1962 film adaptation, directed by Robert Mulligan, is not rated.*

**Girl Rising directed by Richard E. Robbins**
In what scenarios do you see a lack of respect? In whose actions do you see respect? When each girl is treated with respect, how does it influence her self-worth? How does this influence her ability to contribute to her society? Research the type of government and other societal structures in the nations where the girls live. Compare it to societies that guarantee a high level of freedom. What relationship do you find between the level of individual freedom in a society and the level of respect with which the girls are treated? *Note: This film is rated PG-13. While not graphic, some of the topics are difficult for younger students. Review content to determine which sections to share with your students.*

**OTHER WORKS**

*Amistad* directed by Steven Spielberg (1997)
*Half the Sky* by Nicholas D. Kristof and Sheryl WuDunn
*The Joy Luck Club* by Amy Tan
*The Jungle* by Upton Sinclair
*Mississippi Morning* by Ruth Vander Zee
Respect

Do you know of people who try to push others around because they “want respect”? Do you know people who think respecting others means you must always agree with all of their ideas? What do you think is the greatest misunderstanding people have about respect?

Directions  What are some of the greatest challenges you face in treating other people with respect? How you can overcome them? Read James Madison’s words below and explain why respect is essential in a society that values and guarantees individual liberty.

“In republics, the great danger is that the majority may not sufficiently respect the rights of the minority.”

–JAMES MADISON
Without identifying the time and place, or revealing identifying information, show students a peaceful-looking crowd scene photo from the Tiananmen Square, Then and Now photo gallery at The Atlantic online (http://www.theatlantic.com/infocus/2012/06/tiananmen-square-then-and-now/100311/), ideally by projecting it for large-scale viewing. For an example, refer to the image below.

Analysing Primary Source Documents

Ask students what clues they can find in the photograph that can reveal the historical period during which it was taken.

- Describe the people in the photograph.
- What is happening? In what types of activities are people engaged?
- Look at the clothing, the vehicle styles, architecture (if any). How do these help you to identify the time and place in which the photo was taken?

Once the students narrow the photo’s location to China and narrowed its time period to the 1980s, show them additional photos while asking what they already know about the Tiananmen Square protests in the spring of 1989.


Assign students to groups of 3 to 4. Task each group with collaborating to write a definition of the word “courage” and to create a visual (either drawn, with hand motions, or mimed) to accompany the definition. After each group shares its definition and image, share the photograph on the following page and post the accompanying definition of "courage" on the board.

Lead a class discussion in which the students compare...
- their group visuals with the Tiananmen Square photograph.
- their group definitions with the posted definition.
TANKS IN THE SQUARE

Look closely at the photo above. Focus on individual people, vehicles, and the scale of the setting.

1. Recount what you already know about the historical event shown in this photograph.

2. How does what you already know and understand about Tiananmen Square inform your understanding of what is taking place? What additional questions do you have?

3. Where do you see examples of courage in this photograph?

4. Identify the “Unknown Rebel” in this photo. Describe his scale in relation to the rest of the objects in the photo. What statement was he likely making?

5. What was this person risking?

Defining Civic Virtues: Courage

To stand firm in being a person of character and in doing what is right, especially when it is unpopular or puts one at risk.
In April 1989, China—and the rest of the world—saw the beginning of a six-week demonstration. Protestors demanded freedom of speech and press, and greater accountability in the Communist Chinese government. Their demonstration gained momentum as the government initially appeared to concede to some of the demands.

In late May, however, Communist party leaders declared martial law. As President Yang Shangkun insisted, “The Martial Law Command must make it quite clear to all units that they are to open fire only as a last resort. And let me repeat: No bloodshed within Tiananmen Square—period.” Yang was China’s president and a confidante of the powerful chair of the Central Military Commission, Deng Xiaoping. Deng appears to have taken a more hardline stance than Yang.

On June 3, the People’s Liberation Army (PLA) entered Tiananmen Square and met the demonstrators with tanks and hundreds of thousands of troops. That night, Chinese soldiers fired into the crowd. International human rights groups estimate death tolls from the hundreds to the thousands. Protesters who survived were jailed. The Chinese government never released an official death toll.

On June 5, one day after the violent crackdown, a man temporarily stopped a line of tanks headed for the Square. When the leading tank tried to go around him, the man repeatedly stepped into its path. He then climbed onto the tank and seemed to speak to someone inside. After climbing down from the tank and again standing in its way, the man was pulled away by two people. Eyewitnesses disagree as to whether the two were government agents or concerned civilians. No one seems to know what happened to the man. Some say he is hiding somewhere in mainland China; others say he was shot by a firing squad weeks later. All film and images of the events had to be smuggled out of China, where censorship is the norm.

Almost a decade later, Time magazine included the “unknown rebel” as one of its “Most Important People of the Century.”
Discussion Guide

Directions: Discuss the following questions with your partner(s). (Note: Because the identity of the man standing in front of the tanks is unknown, this activity will refer to him as the Unknown Rebel.)

1. Is the Unknown Rebel a hero, or was he reckless to risk his life?
2. Are stands such as the one he took “worth it”? How do you know?
3. How would the Unknown Rebel’s act of nonviolent defiance have been characterized by the Chinese government? If individuals in the People’s Liberation Army (of China) were awarded medals for bravery by the government, would those have been deserved? Explain.
4. When most of us look back at this period in history and at this picture, who are we more likely to see ourselves as—the people driving the tanks, the individual standing in front of the tanks, or perhaps others watching from a safe distance? Explain.
5. Do you believe the Unknown Rebel, or any of the other demonstrators, experienced fear? Or might they have acted in spite of fear? Describe a time that you, or someone you know, acted courageously in spite of fear.
6. Should everyone try to “block” actions of others with which they do not agree? What kinds of injustices, if any, warrant this kind of protest?
7. The country in which the unknown rebel lived had severe restrictions on free speech, press, ownership of property, and other personal liberties. In the United States, we live in a country with a greater degree of individual rights and freedoms. Why are the ideas in this discussion guide especially important for citizens living in a free society?
8. How can you show courage in your own life? Identify examples…
   • at home?
   • at school and in extra-curricular activities?
   • in your community?
Optional Extension

Post this definition of courage: *To stand firm in being a person of character and in doing what is right, especially when it is unpopular or puts one at risk.*

Distribute to students copies of either of the following:


Depending on your students’ grade level and abilities, use either the entire article or excerpts. Be sure to explain the reasons why not all “on the ground” information flowed freely out of Beijing during and immediately following the demonstrations and why Pye’s article offers new information.

Assign students to groups of 3 or 4 and have them read the article and identify examples of courage both inside and outside the Chinese government’s power structure that existed at the time of the Tiananmen Square demonstrations and in the years that followed.

Once each small group has had time to read and identify exemplars of courage, lead a class discussion about how courage was demonstrated given each person’s position within the existing power structure. In each case, examine the question, “Was it worth the risk?”


You may also assign an Exit Slip on which each student identifies one person or group of people addressed in this discussion, and offers his or her own answer to the question, “Was it worth the risk? Why or why not? Would I take such a risk? Why or why not?”
Take a stand against the injustice of censorship. In China today, most people do not know about the Tiananmen Square Massacre. With no press freedom, the only available news comes from the government. Officials confiscated and destroyed many photographers’ film. The existing images and video had to be smuggled out.

- Research the stories of Western journalists who captured images of the protests. How were they able to bring news of what happened to the world?
- Read Wikipedia entries on the Tiananmen Square protests, and compare what you learn there to the information provided from reputable international sources. Why do you think Wikipedia entries are different? Do additional research and update Wikipedia pages to include accurate information.
- How do people in China (and in other countries with Communist or authoritarian governments) access information on the Internet?
- In 2014, approaching the twenty-fifth anniversary of the Tiananmen Square protests, China’s censors blocked Internet access to the terms “six four,” “candle,” and “never forget.” Research those terms as they relate to Tiananmen Square. Why might those terms have been blocked in China?
- In her June 2014 commencement address at the National Cathedral School in Washington, DC, Washington Post journalist Dana Priest referred to a recent social media campaign, “Think of… tweets as phone calls that get louder as the volume of them increases… The million tweets demanding a return of the kidnapped girls in Nigeria became like a non-stop blaring phone that grew louder by the minute.” How can you use social media both responsibly and responsively—to create “volume” for people who either do not have a public voice, or who do not have a means to be heard? How might this help other people to find their courage?
- Should companies such as Google develop different search engines to comply with government regulations that require censorship? If they do, are they complicit in violating the rights of people in those countries?
- Write a letter to the editor or a guest column on the topic: Do technology and the Internet challenge government censorship or enable it?
Sources & Further Reading


Below are corresponding literature and film suggestions to help you teach this virtue across the curriculum. Sample prompts have been provided for the key corresponding works. For other suggested works, or others that are already part of your curriculum, create your own similar prompts.

**The Lord of the Rings: The Return of the King (2003), directed by Peter Jackson**
Before the black gates of Mordor, the forces of good are surrounded by a force one hundred times their size. It could be their last stand against evil. Aragorn rallies his men with a speech in which he says:

“My brothers. I see in your eyes the same fear that would take the heart of me! A day may come when the courage of men fails, when we forsake our friends and break all bonds of Fellowship, but it is not this day! An hour of wolves and shattered shields when the age of men comes crashing down! But it is not this day! This day we fight! By all that you hold dear on this good earth, I bid you, stand, men of the West!”

Is courage the absence of fear, or acting in spite of fear? Is there such a thing as too much courage? Where is the line between courage and refusal to face reality? Is Aragorn saying that if they win the battle, all will always be well? What effect do these words have? Why?

*Note: This movie is rated PG-13.*

**A Few Good Men (1992), directed by Rob Reiner**
Lt. Daniel Kaffee defaults to his usual practice of plea bargaining when he is assigned a complicated murder case. His refusal to “stand up and make an argument” earns him the scorn of his clients as well as his co-counsel. How is Kaffee able to earn back their respect by the end of the film?

*Note: This movie is rated R.*

**OTHER WORKS**
- *Fahrenheit 451* by Ray Bradbury
- *The Red Badge of Courage* by Stephen Crane
- *Anne of Green Gables* by Lucy Maud Montgomery
I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.

–NELSON MANDELA
Suggested Launch Activity

TEACHER’S NOTES

**About Launch Activities**

Unlike other chapters, this introductory activity is an integral part of the instructional design of this chapter. The photograph and narrative that follow are best used in conjunction with this introduction.

**CENTRAL QUESTION:** What is the significance of courage in a society built on democratic principles?

1. Post the central question on the board before class. Point it out to students, and let them know they’ll be expected to write an answer to it at the end of class.

2. Gather students in a hallway, a gym, or a classroom in which you can create a clear path from one side to the other. Identify one end of the hallway (or room) as “strongly agree” and the opposite end as “strongly disagree.” Describe the space between those two ends as the continuum between those two positions, and identify a defined midpoint. Explain that you are going to read a series of statements, that students will listen to each entire statement and then, on your cue (Suggested cue: Say, “Choose a position and take your stand.”), choose a position and to go stand at the spot on the continuum or on either end, that represents his or her position: “Strongly Agree,” “Strongly Disagree,” … or somewhere in between.

3. Read each of the following statements, allowing time for students to choose and move to a position, to note their positions in relation to the entire continuum, and for you to note their positions in relation to each other. Do not make direct comments; just read the statements and allow students time to decide on, and move to, their positions. (*It is likely that many students will agree, to some degree, with each statement.*)
• “Judge not, lest you be judged.”—Then the cue: “Choose a position and take your stand.”
• “People in glass houses shouldn’t throw stones.”—Then the cue to move.
• “All that is needed for evil to triumph is for good people to do nothing.”—Then the cue to move.

4. Without commentary, but while acknowledging and encouraging student comments, return to the classroom and direct students to their seats. Distribute the Courage Primary Source Analysis handout. Conduct a close-reading of the photo, referring to the questions provided and allowing for additional discussion. When students discover the location of August Landmesser, allow time for those who find it to point it out to others, and for their natural reactions and commentary.

5. Distribute copies of August Landmesser’s Courageous Refusal. Read and discuss it in relation to the primary source analysis you completed with the photograph.

Concluding Activity – Teacher’s Notes

1. Distribute the From Where I Stood to Where I Stand handout. Make sure each student has two different colors of pen or pencil. Have each student indicate, in one color, the “hallway position” they chose for each statement. Discuss why students chose the positions that they did. Do the same with the second statement. Do the same with the third. Discuss the following:
   • Do the first two statements mean that one should keep silent in the face of evil? Why do you think so?
   • Does the third statement mean that we should judge the actions of others? How do you know?
   • How, if at all, can the contradictory ideas in the previous two questions be reconciled? (That is, idea that on the one hand, we shouldn’t ever judge others, but on the other hand, that we should take action against injustice?)
   • Are there times when judgment is required in order to take a just action?

2. Refer students back to their handout, this time inviting them to revise their positions by indicating in a second color, their revised positions and to follow the additional instructions provided.
1. Use details in the picture, as well as what you know about history, to answer the following questions.

- Describe the people in the photograph. Who do you see?
- Observe various individuals’ posture and gestures. What does this tell you about what is happening?
- Look at the clothing styles and hats. Identify the time period when this photograph was likely taken.
- Given your response to the question above, identify the general place (region, country) where you believe it could have been taken.
- Based on what you see in the photograph, your existing knowledge of history, and inferences based on both, identify the historical period during which this photograph was taken.
2. What do you already know about the historical period this photograph depicts?

3. One person in the photograph is doing something different from everyone else. Find that person in the photograph. Describe what that individual is doing.

4. What statement might he be making?

5. Given your knowledge of the historical context, what risk is this person taking? Does that action, and that risk, require him to make a judgment? If so, what is your opinion of the judgment he has made?

6. How does this photograph illustrate **courage**?

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**Defining Civic Virtues: Courage**

To stand firm in being a person of character and doing what is right, especially when it is unpopular or puts you at risk.
The picture you have just analyzed is believed to show Hamburg, Germany, shipyard worker August Landmesser (1910–1944) refusing to perform the Nazi salute at the launch of a naval training vessel in June 1936. Landmesser joined the Nazi Party in 1931 but was expelled in 1935 and served jail time for his crime of Rassenschande (dishonoring the race) when he married a Jewish woman. He was drafted to serve in World War II after being released, and he is believed to have been killed in 1944. His wife was taken by the Gestapo (Nazi political police) and sent to three different concentration camps. She is believed to have been killed at the Bernburg Euthanasia Center. The Landmessers’ two children survived the war.

Discussion Guide

Directions: Discuss the following questions with your partner(s).

1. When most of us look back at this period in history and at this picture, with whom are we more likely to identify—the people performing the Nazi salute or the individual refusing to salute? In the photograph, what are most of the people doing? From this photograph, what might we infer about which of these people we may actually be most like?

2. What, if anything, does this photograph tell you about human nature?

3. What, if anything, does this photograph tell you about the courage as a virtue that benefits society?

4. Have you ever personally witnessed someone standing up for what he or she knew to be right when no one else was doing so?
   Have you ever stood up for what you knew to be right when you could not see anyone else doing so?
   Thinking of one or both of the questions above, describe the courage this requires.

5. Why are the virtues of courage and justice especially important for citizens living in a society built on democratic principles?
From Where I Stood to Where I Stand

Directions: For each statement, indicate in one color the “hallway position” you chose for each statement. In the space below each question, indicate whether you did or did not change your position, and write your explanation for why you did or did not do so. If you did revise your position, indicate it in a second color.

1. “Judge not, lest you be judged.”

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

Did Change / Did Not Change

2. “People in glass houses shouldn’t throw stones.”

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Did Change / Did Not Change

“All that is needed for evil to triumph is for good people to do nothing.”

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<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

Did Change / Did Not Change

Courage is standing firm in being a person of character and doing what is right, especially when it is unpopular or puts you at risk. How and why did Landmesser make a judgment? How did courage play a role in his judgment, decision, and actions?
Virtue In Action

Think about your daily life. Have you ever felt pressure to go along with something you knew was wrong because everyone else was doing it? For the next month, make an effort to resist the temptation to go along with unjust practices. Remember, this does not mean you should refuse to conform for the sake of nonconformity. It does not mean refusing to obey a rule you find simply annoying. Actions you might take:

- Refuse to go along when a group of friends makes plans to do something you know is wrong. Encourage them not to do it, and if a real threat of harm exists, inform the right people.
- Refuse to tease or bully others or to stand by if others do. Stand up for those who cannot stand up for themselves.
- Refuse to perpetuate divisions in your school. Try sitting with different people at lunch. Make room for different people to sit with you at school-related events.
- Refuse the temptation to judge others on the basis of superficial criteria. Make an effort to get to know others who are not like you before you judge them.

Sources & Further Reading


Below are corresponding literature and film suggestions to help you teach this virtue across the curriculum. Sample prompts have been provided for the key corresponding works. For the other suggested works, or others that are already part of your curriculum, create your own similar prompts.

**The Avengers (2012)**
Read the dialogue and answer the following questions:

- How does this scene relate to the photo of Landmesser?
- What does the German Old Man mean by “There are always men like you”?
- Are there, in fact, always people like the German Old Man? Explain.

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**The Avengers Dialogue**

**Loki:** Kneel before me. I said, KNEEL!

[everyone becomes quiet and kneels before him]

**Loki:** Is not this simpler? Is this not your natural state? It’s the unspoken truth of humanity, that you crave subjugation. The bright lure of freedom diminishes your life’s joy in a mad scramble for power, for identity. You were made to be ruled. In the end, you will always kneel.

**German Old Man:** [defiantly rises] Not to men like you!

**Loki:** There are no men like me.

**German Old Man:** There are ALWAYS men like you!

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**Erika’s Story** by Ruth Vander Zee
Refer to both the text and illustrations in this picture book to answer:

- Who, in this story, relates to Landmesser?
- How is courage demonstrated in this story?
- Did courage necessarily mean there was an absence of? Explain.

**OTHER WORKS**

*The Crucible* by Arthur Miller
*Glory* directed by Edward Zwick (1989)
“The Lottery” by Shirley Jackson
*Henry V* by William Shakespeare
*The Red Badge of Courage* by Stephen Crane
*1984* by George Orwell
Courage

When August Landmesser woke up on the morning of June 13, 1936, he did not know he would be faced with the choice of whether to perform the Nazi salute, or that his choice would be photographed and analyzed decades later.

*Prompt*  Was Landmesser’s protest important only because it was photographed? In what ways have you faced these types of choices? Explain.

“Our lives begin to end the day we become silent about things that matter.”
—MARTIN LUTHER KING, JR.