

LESSON B18

Courage Runs Deep

LESSON TIME

1

CLASS
SESSION

Suggested Application: Social Studies, World War II

OBJECTIVES

Students will:

- identify examples of courage displayed by submariner Medal of Honor Recipients
- identify examples of courage in their community, homes, families, or schools
- explain why choices requiring great courage are often the more dangerous, difficult, or less popular

Medal of Honor Focus: Richard O’Kane, U.S. Navy, World War II (Pacific) and Eugene Fluckey, U.S. Navy, World War II (Pacific)

Introductory Activity:

Lead a class discussion about what it means to show courage, asking students to provide specific examples of courageous actions they have witnessed.

Whole Group Activity:

Hand out the worksheet, and have students read through the questions in Part 1. As a class, watch the video “Courage of the Submariner.” As they watch, students should look for the courageous actions which they think resulted in Medal of Honor recommendations, which they will need to complete the worksheet.

At the video’s end, give students time to record their answers to the questions in Part 1 of the worksheet. Then, discuss as a class what they wrote.

Small Group Activity:

Have the students form four small groups and discuss and answer all the questions in Part 2 of the worksheet. If necessary, allow students to review the video.

When the groups are done with their discussion, assign each group one of the four questions, and have a representative from that group write their group’s answer on the board for the class to see.

Whole Group Activity:

As a class, discuss what role courage played for both Recipients in overcoming the obstacles they faced. Specifically discuss courage in the context of a submariner’s role. Write down ideas shared by the class on the board during the discussion.

Concluding Activity:

Have students form back into their groups. Ask them to identify two situations they or their peers face regularly that can be difficult to overcome and answer the questions on Part 3 on the worksheet.

Lead a class discussion asking groups to share the situations they discussed and how courage can help overcome them.

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Assessment:

Worksheet, class participation

Resources:

Courage of the Submariner Video, worksheet

Extended Activity:

Have students create a hero wanted poster using one of the two Recipients. Encourage them to use photos and additional research they find on credible internet sources.

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Part 1

Imagine you are writing a Medal of Honor recommendation for these two submariners. List the reason(s) you would cite for these men to be awarded our nation's highest award for valor. Be specific.

1. Commander O'Kane of the USS Tang should receive the Medal of Honor because

2. Commander Fluckey of the USS Barb should receive the Medal of Honor because

Part 2

Below are several challenges, dangers, and obstacles that Commanders O'Kane and Fluckey had to overcome. Finish the statement by describing how they overcame those challenges.

1. When Commander O'Kane faced a convoy encircled and protected by enemy destroyers, he

2. When Commander Fluckey realized the supply ships were shallow and close to shore, he

3. After his sub was sunk and he was taken prisoner, Commander O'Kane had to

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4. When Commander Fluckey was being chased by enemy ships while on the surface, he had to

Part 3

As a group, identify two situations that create a challenge, dilemma, obstacle, or danger you or your peers face frequently. The situations could be related to school, social groups, family, athletics, culture, etc. Discuss and answer in the space provided.

Situation 1 (Describe)

What effect or consequences could this situation have on you or your peers?

Situation 2 (Describe)

What effect or consequences could this situation have on you or your peers?

What role could courage play in overcoming this situation?
