CONGRESSIONAL
MEDAL of HONOR
SOCIETY™

MEDAL OF HONOR CHARACTER DEVELOPMENT PROGRAM™

MIDDLE & HIGH SCHOOL RESOURCE

2024

Medal of Honor Character Development Program™

MIDDLE AND HIGH SCHOOL RESOURCE

The Medal of Honor is awarded for actions "above and beyond the call of duty." The Recipients of this highest of America's military honors for valor insist that extraordinary events motivate ordinary people to do extraordinary things, and that every individual, on or off the battlefield, possesses the capability to go above and beyond. As our legacy to the United States of America, the members of the Congressional Medal of Honor Society commissioned the Medal of Honor Character Development Program, this collection of values-focused lessons for middle and high school students.

The heroic civilian and military actions that form the basis of these lessons demonstrate commitment, integrity, courage, sacrifice, citizenship, and patriotism. In the challenge of a moment, our values determine our reactions, and these real-life stories inspire students to acknowledge their own potential and develop it into a lifetime of service and leadership.

Academically designed to challenge students, the Medal of Honor Character Development Program is for use in schools, but it is also effective in homeschool settings and for extra-curricular programs. A firm commitment to one's own values, not just in the classroom, is imperative to realizing our potential in all aspects of our lives. Those values stand to protect the freedoms that generations of Medal of Honor Recipients have fought to secure.

As a former high school teacher and coach, I am honored to share the Medal of Honor Character Development Program with educators across America. It teaches the importance of service to the community, and it prepares our young citizens to embrace the extraordinary in themselves and to carry the United States into the future.

James C. McCloughan

Medal of Honor Recipient, Vietnam

Chairman of Outreach Programs

Congressional Medal of Honor Society

The Congressional Medal of Honor Society is pleased to present the Character Development Program, a resource which offers your students the opportunity to explore core American values exemplified by true American heroes.

In this book, you will find lessons which introduce your students to the Medal of Honor and its Recipients as well as Citizen Honors and its awardees. The first section of Introductory Lessons provides background information and is a great place to start. Some of these lessons cover the history of the Medal of Honor and the nature of heroism. Others allow you to explore any of the six Medal of Honor character values and perhaps even other values your school may embrace. As you delve further into the resource, you will see lessons that are based on the six core values of the program: Courage, Integrity, Sacrifice, Commitment, Citizenship, and Patriotism. You will also find lessons to use with specific dates of historical importance, such as D-Day, and national holidays such as Memorial Day and Veterans Day. In the lessons, you will see resources like Living History Videos, Portraits of Valor, and Medal of Honor Citations. Some of these items are included in this book immediately after the lesson, but they are all available on our website. We hope that you will use the lessons in whatever way is best for your students.

Register

Register free of charge at www.cmohs.org/register for lesson updates and new materials.

Upon registering at the site, you will find:

- Lessons - Elementary and Secondary
- Portrait of Valor Profiles, short biographies detailing the lives and Medal of Honor actions of the Recipients
- Citations, the official written government declaration about action of the Medal of Honor Recipient
- Short Living History videos that feature the stories of Medal of Honor Recipients and Citizen Heroes
- Dear Young American video series and accompanying lessons
- Various introductory and overview videos
- A dashboard to save your favorite lessons for easy access later
- Direct access to online teacher training
- Information about in-person teacher trainings
- Webinars and other Congressional Medal of Honor Society events

Thank you for helping us teach the values of Courage, Sacrifice, Patriotism, Citizenship, Integrity, and Commitment to the youth of America.

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CONGRESSIONAL MEDAL OF HONOR SOCIETY
VALOR
UNITED STATES OF AMERICA
™

INTRODUCTORY

LESSONS

"You'll never truly lead until you learn to serve. You'll never truly learn to serve until you realize there's something more important than yourself."

- GARY BEIKIRCH

LESSON A1

Selfless Service

LESSON TIME

1

CLASS SESSION

OBJECTIVES

Students will:

• identify individuals who selflessly serve others

• analyze the impact those people have on their communities

• reflect on how they can embody the admirable qualities they recognize in others

Introductory Activity:

Hand out the worksheet to students. Ask them to complete the top part of the worksheet, writing a short paragraph describing individuals who they know who have dedicated themselves to serving others. Students should answer these questions in their paragraphs:

• Who is a person that you know who has dedicated himself/herself to serving others?
• In what ways does this person serve others?
• Why does this person stand out to you?
• How do you think this person would want his/her service to be remembered?
• What are some adjectives you would use to describe this person?

Small Group Activity:

Have students work in partner groups to discuss the people they wrote about. Encourage students to share only what they are comfortable discussing.

Whole Group Activity:

Lead a group discussion by asking for volunteers to share about the people they wrote about.

Small Group Activity:

Have students work in partner groups to discuss common themes that they heard as their peers shared out their responses. Students should discuss:
• types of individuals who were recognized
• how these individuals would like their service to be remembered
• adjectives used to describe these individuals

Concluding Activity:

Ask students to write a short reflection about how they perceive their current service to others, how they can improve their own service to others, and how they would like to be remembered by others.

Ask the class to discuss the values of courage, commitment, sacrifice, integrity, citizenship, and patriotism and how the values relate to their lives, including identifying people they know who display the values and thinking about how they can incorporate these values into their daily lives.

Assessment:

Worksheet, discussion

Resources:

Worksheet

Name_____ **Period** _____

Selfless Service

Write a short paragraph that answers the questions below.

- Who is a person that you know who has dedicated himself/herself to serving others?
- In what ways does this person serve others?
- Why does this person stand out to you?
- How do you think this person would want his/her service to be remembered?
- What are some adjectives that you would use to describe this person?

Take notes on common themes you are hearing as your partner and your classmates share out their answers. Listen for commonalities in the categories below.

- types of individuals that were recognized
- how these individuals would like their service to be remembered
- adjectives used to describe these individuals

Common Themes

Personal Reflection: Write a short paragraph about your own service to others. In what ways do you serve others without expecting anything in return? How can you improve your selfless service? How would you like to be remembered by others?

LESSON A2

Exploring the Six Core Values

LESSON TIME

1

CLASS SESSION

OBJECTIVES

Students will:

- research, define and interpret the six core values
- use these definitions and interpretations in an informational essay

Introductory Activity (Optional):

Write or project the six core values of the program on the classroom board: courage, integrity, patriotism, citizenship, commitment, and sacrifice. Instruct students to write a journal entry about what they feel these words have in common and why they would have been placed on the board. Discuss responses.

Small Group Activity:

Divide students into groups of two to four. Assign each group one of the six core values. Give students copies of the word map worksheet or poster paper and these instructions for students to complete:

TASK 1: Write the core value that your group has been assigned in the center box
TASK 2: As a group, define the core value in your own words
TASK 3: Identify a minimum of 3 synonyms for your group's core value
TASK 4: Identify a minimum of 3 antonyms for your group's core value
TASK 5: Leave the "Examples" box on the word map blank

Whole Group Activity:

As a class, watch the living history of any Medal of Honor Recipient or Citizen Honors awardee. Have the students look for examples of their group's core value as they watch.

Small Group Activity:

After the video ends, reconvene the groups and have students write examples of their core value from the video in the final space on the word map. Additionally, they can go back and update their definition, synonyms, and antonyms, noting any edits with an asterisk.

Whole Group Activity:

Have individual groups present their core value definition, synonyms, antonyms, and examples to the class. Ask class members to compare and contrast the words and identify what they have in common. Discuss how the values are related to one another.

Concluding Activity:

Lead a discussion on the values and how they relate to the students' lives. Have students write an essay about someone who displays one of the values and how he/she displays that value. In their conclusion or as a separate assignment, have students write about how they can incorporate these values into their daily lives.

Assessment:

Discussion, word map, essay, presentations

Resources:

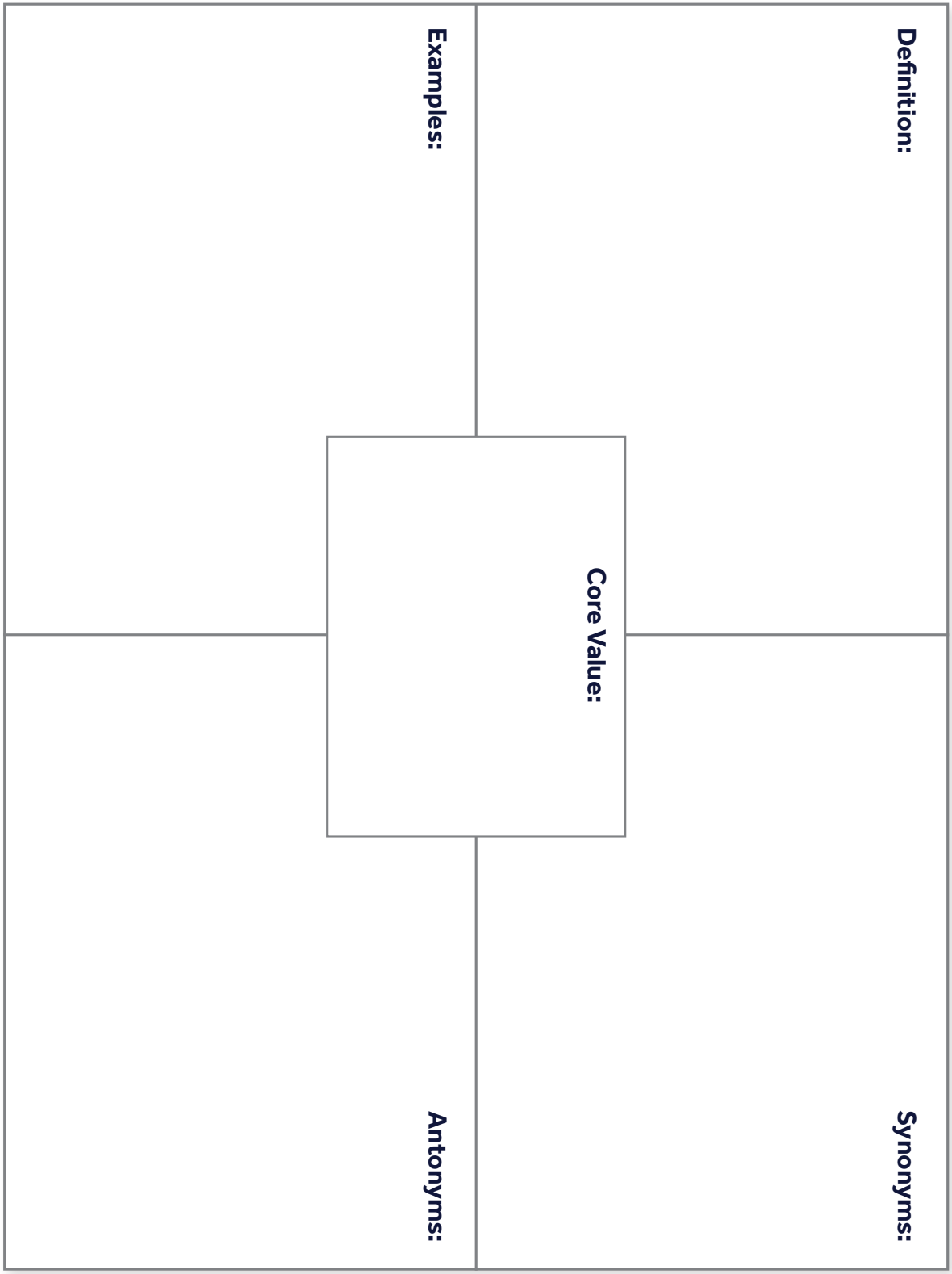
Core Values Word Map Template or worksheet, video of Medal of Honor Recipient or Citizen Honors awardee

Extended Activity:

After completing this introductory lesson, students can redo the lesson using the story of a different Medal of Honor Recipient or Citizen Honors awardee or a personally identified real life example of the core value.

Name_____ **Period** _____

Core Value Exploration



LESSON A3

Medal of Honor: What Does It Mean?

LESSON TIME

2-3

CLASS SESSIONS

OBJECTIVES

Students will:

- learn the history and meaning of the Medal of Honor
- explore the story of a Medal of Honor Recipient
- present findings to the class

Introductory Activity:

Hand out the worksheet and have students use the worksheet to rate their knowledge of the Medal of Honor.

Whole Group Activity:

Take a survey to see how the class rates collectively on their knowledge and lead a discussion on any facts that individual students know.

Have students preview the questions for the introductory video "In Their Own Words: An Introduction to the Medal of Honor and Its Recipients" and instruct them to listen for the answers as they watch.

Small Group/Individual Activity:

After viewing "Medal of Honor: In Their Own Words," have students work individually or in partner groups to complete the answers to the questions on the worksheet. Direct students to use www.cmohs.org to watch the video again and to find more in-depth information.

Small Group Activity:

Break students into groups of two to four and have them choose a Medal of Honor Recipient to research. They will then present their findings to their classmates in an engaging way: presentation board, PowerPoint presentation, video presentation, web resource, or other final product. Students should use the outline worksheet to find the required information for each Recipient.

Whole Group Activity:

Students will present their final product to the class.

Concluding Activity:

Conduct an informal discussion of each project.

Assessment:

Worksheet, Presentation

Resources:

"In Their Own Words: An Introduction to the Medal of Honor and Its Recipients" video, computers, Internet access, worksheet

LESSON A3 WORKSHEET

Name_____ **Period** _____

VIDEO: "In Their Own Words: An Introduction to the Medal of Honor and Its Recipients"

BEFORE WATCHING

Before watching the video, rate yourself on how much you already know about the Medal of Honor.

1 - 2 - 3 - 4 - 5

I know nothing I am an expert

What facts do your classmates know about the Medal of Honor?

WHILE WATCHING

Listen for answers to these questions as you watch the video.

1. What is the Medal of Honor?
2. When was the Medal of Honor first established?
3. Is this a common award?
4. What does the Medal of Honor mean to those who wear it?

AFTER WATCHING

Using what you learned in the video as well as on the internet, answer the following questions.

What is the Medal of Honor?

_____

_____

Why are there three different designs of the Medal of Honor?

_____

_____

When was the Medal of Honor first established?

_____

_____

Is this a common award? How many people have been awarded the Medal of Honor?

_____

_____

What does the Medal of Honor mean to those who wear it?

_____

_____

LESSON A3 WORKSHEET

Name_____**Period** _____

Directions – Select a Medal of Honor Recipient to research, and use www.cmohs.org and other reliable source to complete this worksheet:

MEDAL OF HONOR RECIPIENT: _____

Military branch:	Military rank:
War and battle in which the Recipient fought:	Date of Medal of Honor actions:
Summary of Recipient's background (family, school, etc.):	
Summary of Medal of Honor actions:	
Character traits demonstrated (give examples):	
Other important/memorable details of this Recipient's story:	

Brainstorm how to present this information in an informative and interesting fashion (presentation board, PowerPoint, etc.).

"It's in our blood. Selfless service. We want to keep giving more."

- LEROY PETRY

LESSON A4

Citizen Honors: What Does It Mean?

LESSON TIME

2-3

CLASS SESSIONS

OBJECTIVES

Students will:

- learn the history and meaning of the Citizen Honors award
- explore the story of a Citizen Honors awardee
- present findings to the class

Introductory Activity:

Have students use the worksheet to rate their knowledge of the Citizen Honors award.

Whole Group Activity:

Take a survey to see how the class rates collectively on their knowledge and lead a discussion on any facts that individual students know.

Have students preview the questions for the introductory video "Introducing the Citizen Honors" and instruct them to listen for the answers as they watch.

Small Group/Individual Activity:

After viewing "Introducing the Citizen Honors," have students work individually or in partner groups to complete the answers to the questions on the worksheet. Direct students to visit www.cmohs.org to watch the video again and to find more in-depth information:

Small Group Activity:

In groups of two to four, students will choose a Citizen Honors awardee to research. They will then present their findings to their classmates in an engaging way: presentation board, PowerPoint presentation, video presentation, web resource, or other final product. Students should will use the outline worksheet to find the required information for each awardee.

Whole Group Activity:

Have students present their final product to the class.

Concluding Activity:

Conduct an informal discussion of each project.

Assessment:

Presentation, worksheet

Resources:

"Introducing the Citizen Honors" video, worksheet, computers, Internet access

LESSON A4 WORKSHEET

Name_____ **Period** _____

VIDEO: "Introducing the Citizen Honors"

BEFORE WATCHING

Before watching the video, rate yourself on how much you already know about the Citizen Honors award.

1 - 2 - 3 - 4 - 5
I know nothing **I am an expert**

WHILE WATCHING

Listen for answers to these questions as you watch the video.

1. What is the Citizen Honors award?
2. What types of people are honored with this award?
3. Is this a common award?
4. What does the Citizen Honors medal mean to those who wear it?

AFTER WATCHING

Using what you learned in the video as well as the internet, answer the following questions.

What is the Citizen Honors award?

_____

_____

_____

What types of people are honored with this award?

_____

_____

_____

Is this a common award? How many people have been presented the Citizen Honors award?

_____

_____

What does the Citizen Honors medal mean to those who wear it?

_____

_____

What other high-level civilian awards are there in the United States?

_____

_____

LESSON A4 WORKSHEET

Name_____ **Period** _____

Directions – Select a Citizen Honors awardee to research, and use these sources to complete this worksheet:

- www.cmohs.org

CITIZEN HONORS AWARDEE: _____

Location of the action:

Nature of the action:

❑ One time act ❑ Ongoing acts

Summary of awardee's actions:

_____

_____

_____

_____

_____

_____

_____

Character traits demonstrated (give examples):

_____

_____

_____

_____

_____

_____

_____

Other important/memorable details of this awardee's story:

_____

_____

_____

_____

_____

_____

_____

Brainstorm how to present this information in an informative and interesting fashion (presentation board, PowerPoint, other).

"Every young person has the potential to change the world."

- PAUL BUCHA

LESSON A5

Data Analysis and the Medal of Honor

LESSON TIME

1

CLASS SESSION

OBJECTIVES

Students will:

• use data analysis terms such as percentage, mean, median, and mode

For the Teacher:

After students have an understanding of the Medal of Honor and what it represents, teachers may use this lesson for mathematics.

Introductory Activity:

Review definitions of percentage, mean, median, and mode.

Small Group/Individual Activity:

Provide students with the "Medal of Honor Data" handout. Allow students to examine the data on the handout. Ask students to write down three things that stood out about the data.

Whole Group Activity:

Share the three things that stood out. Discuss the data. Pass out the Medal of Honor worksheet and allow students time to complete it using the data sheet.

Concluding Activity:

Review the answers with the class and discuss. Have students examine how their first impressions may have changed.

Assessment:

Worksheet, discussion

Resources:

Worksheet, handout

Medal of Honor Data

Conflict	Totals	Army	Navy	Marines	Air Force	Coast Guard	Unknowns
Civil War	1523	1199	307	17			
Indian Campaigns	426	426					
Korea 1871	15		9	6			
Spanish American	110	31	64	15			
Samoa	4		1	3			
Philippine Insurrection	80	69	5	6			
Philippine Outlaws 1911	6	1	5				
China Relief Expedition	59	4	22	33			
Mexican Campaign	56	1	46	9			
Haiti 1915	6			6			
Dominican Republic	3			3			
World War I	132	97	21	8			6
Haiti 1919-1920	2			2			
Nicaraguan Campaign	2			2			
World War II	473	332	57	82		1	1
Korean War	147	93	7	42	4		1
Vietnam	269	180	16	58	14		1
Somalia	2	2					
War on Terrorismism (Afghanistan)	20	14	3	2	1		
War on Terrorismism (Iraq)	8	6	1	1			
Non-Combat	193	3	185	5			
Totals	**3536**	**2458**	**749**	**300**	**19**	**1**	**9**

Total Medals of Honor awarded: 3,536

Total Medal of Honor Recipients: 3,517

Double Recipients: 19

Living Recipients: 65

This chart is known to be accurate as of December 20, 2023.

Name_____ **Period** _____

Medal of Honor Data Analysis

Essential Vocabulary:

Term	Definition	Example
Percentage		
Mean		
Median		
Mode		
Posthumous		

Medals of Honor by the Numbers:

Total Number of Medals of Honor awarded: _____

Total Number of Medal of Honor Recipients: _____

Total Number of double Recipients: _____

Total Number of living Recipients: _____

Using the data given to you, calculate the following across all conflicts for each branch.

Branch	Total number of Medals of Honor	Mean	Median	Mode
Air Force				
Army				
Coast Guard				
Marines				
Navy				

Of all Medals of Honor that have been awarded, what is the percentage awarded during each of these wars?

Civil War: _____

WWI: _____

WWII: _____

Korean War: _____

Vietnam War: _____

War on Terrorism in Afghanistan: _____

What percentage of Medal of Honor Recipients are double Recipients? _____

What percentage of Medals of Honor have been awarded posthumously? _____

What percentage of Medal of Honor Recipients are still living? _____

"It's amazing how much you can accomplish if you don't care who gets the credit."

- JACK JACOBS

LESSON A6

Geography and the Medal of Honor

LESSON TIME

1

CLASS SESSION

OBJECTIVES

Students will:

- examine the geographical locations of military conflicts for which individuals have been awarded the Medal of Honor
- label a map identifying continents and countries

Introductory Activity:

Give students a brief background on the number of Medals of Honor that have been awarded in various locations around the world. Use the data sheet from Lesson A5 for reference if needed.

Small Group Activity:

Have students pair up and use the worksheet and a printed map along with an atlas or the internet to locate and label countries where Medal of Honor Recipients' actions took place.

Based on the map pinpoints, students should answer the questions at the bottom of the worksheet.

If time allows, have each pair select one country or area to research further, and have the pairs briefly present about the geography of their chosen or assigned country/area.

Whole Group Activity:

Discuss the implications of the geographical findings:

In what kind of terrain are wars likely to be staged?

What topography makes a country more or less susceptible to invasion?

What role might geography have played in countries' decisions to invade others?

Optional Class Discussion:

Look back at the Data Analysis in Lesson A5. Can you make any correlations between the numbers of Medals awarded and the geography of the areas in which those actions occurred?

Concluding Activity:

Ask students how the Medal of Honor values connect to the experiences of these service members. What might it have been like to fight in a place you had never heard of? If you left a farm in Alabama at the age of 18 and went to fight in the snow in Korea, how would you have felt? What values would you have needed to keep fighting?

Assessment:

The labeled map and accompanying worksheet, class discussion

Resources:

Worksheet, world maps, colored markers/pens

Extended Activities:

1. Research the geography in which a Medal of Honor action took place. Use newspaper articles and internet sources to research the terrain, climate, and season, and make a presentation based on the findings.
2. Instead of using the worksheets, have the students divide up into pairs and then divide the names and profiles of Medal of Honor Recipients among the groups. Each group will report about the area where the Recipients' actions took place.
3. Create a classroom wall-sized map of the world. Place a pin in each country where the Medal of Honor was earned.
4. Define the word "allies" and discuss the various places where the United States has made allies.
5. Choose a Medal of Honor Recipient, and contrast the geography of his or her hometown with the geography of the area where he or she earned the Medal. What role may geography have played in the fighting, the circumstances of the Medal action, and the hardships and obstacles the troops faced? Write an essay or report to present your findings.

LESSON A6 WORKSHEET

Name_____ **Period** _____

Medal of Honor Geography Activity

The list below includes all locations where Medal of Honor actions have taken place. Mark with a star each country where an American service member has earned the Medal of Honor.

Step 1: Label the following "Medal of Honor Locations" on a map using a star for each location.

1. Civil War: United States
2. Indian Wars: United States
3. Korean Campaign 1871: North Korea, South Korea
4. Spanish American War: Cuba
5. Philippine Insurrection: Philippine Islands
6. Boxer Rebellion: China
7. Mexican Campaign 1915: Mexico
8. Haiti Campaign 1915: Haiti
9. Dominican Campaign: Dominican Republic
10. World War I: France
11. Second Nicaraguan Campaign: Nicaragua
12. World War II: France, Japan, Marshall Islands, Italy, Netherlands, Solomon Islands, Romania, Marianas Islands, Germany, United States, Belgium, Holland, Tunisia, New Guinea, Great Britain
13. Korean War: North Korea, South Korea
14. Vietnam War: Vietnam, Cambodia, Laos
15. Somali Conflict: Somalia
16. Middle East Conflict: Iraq, Afghanistan

Step 2: Answer the following questions.

1. On how many different continents have American service members earned the Medal of Honor?
2. In how many different countries have American service members earned the Medal of Honor?

"We call ourselves Recipients, and people call us winners, but we're not winners because we weren't in a competition for trying to win anything."

- WALTER EHLERS

LESSON A7

Symbolism and the Medal of Honor

LESSON TIME

1

CLASS SESSION

OBJECTIVES

Students will:

- define symbolism and identify how it is used in the actual design of the three different Medals of Honor
- research the changes in the Medals and their ribbons over time

For the Teacher:

After students have an understanding of the Medal of Honor and what it represents, teachers may incorporate this lesson into various areas of the curriculum.

Introductory Activity:

Review the introductory video "In Their Own Words: An Introduction to the Medal of Honor and Its Recipients" with the class then lead a brief discussion of the key points of the video. If more time is available, the teacher may use *Medal of Honor: The History*, a 50-minute documentary film.

Small Group/Individual Activity:

Have students choose a Medal design (Navy/Marine Corps/Coast Guard, Army, or Air Force) and re-create it using avilable media and supplies.

Whole Group Activity:

Display the students' work around the room and have them complete a gallery walk during which they will view and critique all the work.

Concluding Activity:

Have students write a reflection (two paragraphs minimum) or journal entry on their review of the symbolism in the Medals.

Assessment:

Artwork, critique, self-reflection

Resources:

"Medal of Honor: In Their Own Words" video, *Medal of Honor: The History* documentary, art supplies

Extended Activity:

The students can create a medal of their own design to honor service members, other public servants, or fellow students. Students can present these medals in a ceremony at the school.

"When we focus on shared purpose, respect each other's differences, and put others before self, nothing is impossible."

- RYAN PITTS

LESSON A8

Citation Investigation: Analyzing Narrative

LESSON TIME

1

CLASS SESSION

OBJECTIVES

Students will:

- read and analyze a Medal of Honor citation
- organize parts of the citation into the correct order
- identify the act of heroism for which the Medal of Honor was received
- define key vocabulary in a Recipient's citation
- evaluate the narrative for audience, purpose, and style

Medal of Honor Focus: Gary Beikirch, U.S. Army, Vietnam War. Any Recipient can be substituted for this lesson, but the teacher will need to adapt the worksheet accordingly. Note that this lesson is also appropriate for Recipients for whom there is no living history video, including those who were awarded the Medal of Honor posthumously.

For the Teacher:

Find an appropriate Recipient citation and space the text so that the citation can easily be cut into 4 to 6 sections; print out several copies. (Gary Beikirch's citation is included here; those of other Recipients can be found at www.cmohs.org.) The citation pieces should be shuffled and placed in an envelope.

Introductory Activity:

Introduce students to a Medal of Honor citation. It may be described as a birth certificate, which is specific to one person. The Medal of Honor citation is the official government document that describes the actions for which the Recipient was awarded the Medal. The document will use language and terminology specific to the military.

Small Group Activity:

Place the students into groups and hand out the envelopes. Each group will remove all the sections from the envelope. Students will then work together to place the sections in the correct order of the official government citation. It is suggested that teachers time this activity (in a game-like format).

Whole Group Activity:

When all students have completed organizing their citations, the teacher will ask the students what strategies they used to place the sections in the correct order. Possible answers include looking for beginning, middle, and end words, or transition words like "first," "second," etc. Reveal the actual order of the citation, one section at a time, noting when groups are no longer in contention for the correctly completed citation.

Small Group Activity:
Give students a paper copy of the Recipient's citation and the Text-Dependent Questions Worksheet about the citation. Have the students work in groups to complete the worksheet, being sure to select direct quotations from the citation to support their responses.

Concluding Activity:
Discuss the students' answers for the worksheet and discuss the action for which the Medal of Honor was awarded. Each student will write a summary of the act of heroism using key words and phrases from the citation.

Assessment:
Worksheet, student summary

Resources:
Recipient citation, worksheet

Extended Activities:
Ask students to rewrite the citation using a different voice, medium, or audience.

Complete the same activity for a different Medal of Honor Recipient.

Gary Beikirch's Medal of Honor Citation

For conspicuous gallantry and intrepidity in action at the risk of his life above and beyond the call of duty. Sgt. Beikirch, medical aidman, Detachment B-24, Company B, distinguished himself during the defense of Camp Dak Seang. The allied defenders suffered a number of casualties as a result of an intense, devastating attack launched by the enemy from well-concealed positions surrounding the camp.

Sgt. Beikirch, with complete disregard for his personal safety, moved unhesitatingly through the withering enemy fire to his fallen comrades, applied first aid to their wounds and assisted them to the medical-aid station. When informed that a seriously injured American officer was lying in an exposed position, Sgt. Beikirch ran immediately through the hail of fire. Although he was wounded seriously by fragments from an exploding enemy mortar shell, Sgt. Beikirch carried the officer to a medical aid station.

Ignoring his own serious injuries, Sgt. Beikirch left the relative safety of the medical bunker to search for and evacuate other men who had been injured. He was again wounded as he dragged a critically injured Vietnamese soldier to the medical bunker while simultaneously applying mouth-to-mouth resuscitation to sustain his life.

Sgt. Beikirch again refused treatment and continued his search for other casualties until he collapsed. Only then did he permit himself to be treated. Sgt. Beikirch's complete devotion to the welfare of his comrades, at the risk of his life, are in keeping with the highest traditions of the military service and reflect great credit on him, his unit, and the U.S. Army.

Name_____ **Period** _____

Text-Dependent Questions: Gary Beikirch's Medal of Honor Citation

Question	Student Answer / Citing Evidence from the Text
For what audience or audiences was this written? Support your claim with at least one quotation from the text.	
What is the author's purpose? Support your position with at least one quotation from the text.	
The author explains, "Sgt. Beikirch, with complete disregard for his personal safety, moved unhesitatingly through the withering enemy fire to his fallen comrades." What is the meaning of "withering"? Provide evidence to support your response.	
The author states, "Sgt. Beikirch's complete devotion to the welfare of his comrades, at the risk of his life, are in keeping with the highest traditions of the military service…." Provide evidence that explains how Sgt. Beikirch showed complete devotion to the welfare of his comrades.	

LESSON A9

A Tale Told Two Ways: Written Citation vs. Living History Video

LESSON TIME

1

CLASS SESSION

OBJECTIVES

Students will:

- read and analyze a Medal of Honor citation
- predict what will happen next based on foreshadowing from the video
- organize the parts of a citation into the correct order
- identify strategies used for putting the citation together
- define key vocabulary within the citation
- identify the actions for which the individual received the Medal

Medal of Honor Focus: Salvatore Giunta, U.S. Army, War on Terrorism (Afghanistan)

For the Teacher:

Prepare several copies of the Medal of Honor citation for Salvatore Giunta included with the lesson. Cut the citation into pieces with one paragraph per piece, mix up the citation pieces, and put the pieces into an envelope. One envelope will be prepared for each group of students to reconstruct. Also, preview the Salvatore Giunta living history video and be prepared to pause at 5:30, or use the split clips of the video available on our website.

Introductory Activity:

Introduce students to a Medal of Honor citation. It may be described as a birth certificate, which is specific to one person. The Medal of Honor citation is the official government document that describes the actions for which the Recipient received the Medal. The document will use language and terminology specific to the military.

Play the video of Salvatore Giunta. For this lesson, show only part of the video which leads them up to the actions of the ambush (5:30). At that point, stop the video and ask the students to predict what will happen next based on foreshadowing from the video.

Small Group Activity:

Hand out the envelopes and have students work in small groups to reconstruct the citation. Each group will remove all sections from the envelope and work together to place the sections in the correct order. Students should discuss the strategies they use to put the citation in order and read through the citation once they have each piece placed.

Whole Group Activity:

When all groups have their pieces organized, reveal the parts of the citation one piece at a time for groups to self-correct. Discuss with students which strategies they used for putting their citations together, such as opening and closing paragraphs; transition words; beginning, middle, and end; or finding the climax of the event. Discuss the portion of the video that they have seen so far and ask if they were able to successfully predict the events within the citation.

Provide copies of the official citation for students to reread individually. Discuss vocabulary that is unfamiliar and provide meaning for terms. Ask students to identify the action for which Salvatore Giunta was awarded the Medal of Honor. Also, discuss who might be the intended audience for the citation.

Following the work with the written citation, play the remainder of the video. While watching, students should look for details that further enhance their understanding of the Recipient's action.

After watching, discuss details revealed in the video that are not in the citation. Ask students to compare their reaction to the citation as opposed to the video:

- In what ways does the first-person narrator change the audience's engagement with the Recipient?
- How does seeing and hearing the narrator affect the audience's emotional response to the events?
- What effects does the inclusion of actual war footage have on the overall narrative?
- What is the argument for presenting the story both ways?

Concluding Activity:

Students will write a personal reflection or a formal essay about how the video is different from the official citation, supporting their observation with details revealed in the video but not in the citation.

- Sample reflection prompt: Which format more clearly explains to you why Salvatore Giunta was awarded the Medal of Honor? Support your answer with examples from the video or citation.
- Sample essay prompt: Which format is most effective for recounting the story of a Medal of Honor action? Why did you choose that format? Consider both the voice of the narrator and the intended audience. Provide details from the citation or video to support your choice.

Assessment:

Reflection or essay

Resources:

Salvatore Giunta Citation, Salvatore Giunta Living History video

Salvatore A. Giunta's Medal of Honor Citation

Specialist Salvatore A. Giunta distinguished himself conspicuously by gallantry and intrepidity at the risk of his life above and beyond the call of duty in action with an armed enemy in the Korengal Valley, Afghanistan, on October 25, 2007. While conducting a patrol as team leader with Company B, 2d Battalion (Airborne), 503d Infantry Regiment, Specialist Giunta and his team were navigating through harsh terrain when they were ambushed by a well-armed and well-coordinated insurgent force.

While under heavy enemy fire, Specialist Giunta immediately sprinted towards cover and engaged the enemy. Seeing that his squad leader had fallen and believing that he had been injured, Specialist Giunta exposed himself to withering enemy fire and raced towards his squad leader, helped him to cover, and administered medical aid.

While administering first aid, enemy fire struck Specialist Giunta's body armor and his secondary weapon. Without regard to the ongoing fire, Specialist Giunta engaged the enemy before prepping and throwing grenades, using the explosions for cover in order to conceal his position. Attempting to reach additional wounded fellow soldiers who were separated from the squad, Specialist Giunta and his team encountered a barrage of enemy fire that forced them to the ground.

The team continued forward and upon reaching the wounded soldiers, Specialist Giunta realized that another soldier was still separated from the element. Specialist Giunta then advanced forward on his own initiative. As he crested the top of a hill, he observed two insurgents carrying away an American soldier. He immediately engaged the enemy, killing one and wounding the other.

Upon reaching the wounded soldier, he began to provide medical aid, as his squad caught up and provided security. Specialist Giunta's unwavering courage, selflessness, and decisive leadership while under extreme enemy fire were integral to his platoon's ability to defeat an enemy ambush and recover a fellow American soldier from the enemy.

Specialist Salvatore A. Giunta's extraordinary heroism and selflessness above and beyond the call of duty are in keeping with the highest traditions of military service and reflect great credit upon himself, Company B, 2d Battalion (Airborne), 503d Infantry Regiment, and the United States Army.

"Life does not become significant until you start to live outside your comfort zone."

- GARY BEIKIRCH

LESSON A10

My Challenge to You

LESSON TIME

1

CLASS SESSION

OBJECTIVES

Students will:

- explain the history and purpose of a challenge coin
- identify the symbolism on various coins
- create their own coin that represents who they are and what they believe

Medal of Honor Focus: Any Recipient with a challenge coin (Internet Search)

Sample images available online:

John Baca:	Military Symbols/Scripture
Leroy Petry:	Military Symbols/Mottos
Bruce Crandall:	Military Symbols/Personal Call Sign
James Fleming:	Military Symbols/Air Force Medal/Motto
Desmond Doss:	Military Symbols/Scripture/Motto

Note to Teacher:

Many units and departments of the military, police, fire, and first responder community make personal and unit challenge coins to present to people as they travel and interact with the public. A coin given to an individual is usually a sign of respect, in appreciation for service, a personal challenge (charge) from the giver to the receiver, or a token to remember those who have served. (Note that as students are searching the history of challenge coins, they may discover a reference to these coins being used in an adult beverage activity. This use came about in the early 1990s but was not the intended purpose of the coins.)

Introductory Activity:

Have students research the history of challenge coins as a class or individually. Students should research challenge coins of any kind from service branches and from Medal of Honor Recipients. As they search, they should write down the names of certain groups or individuals they found and what symbols, sayings, or other information they discovered. The coins of the individuals named above are unique and easily available via Google images.

Whole Group Activity:

After completing their search, students should send you links of interesting coins they found. Discuss as a class what they thought was interesting and what they think the symbols mean. Be sure to address why certain mottos, symbols, or sayings may have been important to that person or why he decided to put them on his coin.

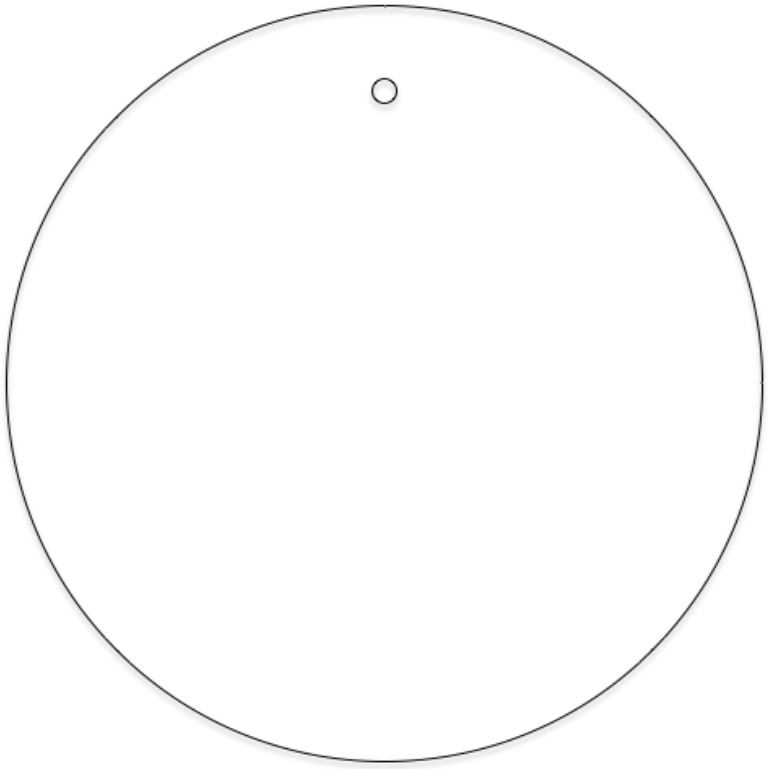
Individual Activity:
Have students create their own challenge coin on an 8”-10” diameter piece of cardstock. Have them design the front and back. It is a good idea to have them sketch their design on a piece of paper before they begin working on the cardstock. Remind them that this coin represents them and what they believe or represent. They can take into account personal beliefs, mottos, athletics, family history, experiences, religion, academics, hobbies, school spirit, nationality, language, quotes, future goals, and so on.

Concluding Activity:
Ask students to share their coins (decide whether they share in small groups, a gallery walk, or a whole class presentation). Coins can be displayed around the room or other venues in the school or community.

Assessment:
Challenge coin presentation

Resources:
Internet images of challenge coins, art supplies, Medal of Honor Recipient Living History video (optional)

Extended Activity:
Ask students to watch the Living History video for the Medal of Honor Recipient whose challenge coin they researched and make connections between the coin and the Recipient’s story.



LESSON A11

The Color of Character

LESSON TIME

1

CLASS SESSION

OBJECTIVES

Students will:

- identify the character traits within Recipients, themselves, and local heroes
- discuss symbolism and identify what colors they connect with each character trait

Medal of Honor Focus: Any Medal of Honor Recipient or Citizen Honors awardee

Introductory Activity:

Have students do a quick write about their personal hero and what character values they see in that person. Then have students write the values they see within themselves. Have students share with a partner or small group; then ask for volunteers to share with the class.

Whole Group Activity:

Discuss the symbolism of different colors, and have students decide as a class what colors will represent each core value.
Ex: Red- Courage, Orange- Commitment, Yellow- Citizenship, Green- Integrity, Blue- Patriotism, Purple- Sacrifice

Watch the oral history video of your chosen Citizen Honors awardee or Medal of Honor Recipient. While students watch, have them take notes on the core values they see in the individual.

After watching, discuss as a group where students saw the different core values revealed.

Small Group/Individual Activity:

Have students create a portrait of the Medal of Honor Recipient or Citizen Honors awardee using the colors which the class selected to represent each trait. Their portraits should reflect the story they heard in the video. For instance, if the person showed more courage, the portrait may be more red, and if the person showed more commitment, the portraits would be primarily orange. After students complete their portraits, have them share how they made their decisions about the colors.

Concluding Activity:

Have students do a self-portrait that portrays what character traits they see in themselves or want to see in themselves. Then have students write out what values they see in themselves or want to see in themselves and how their picture portrays those values.

Assessment:

Self-portrait, Medal of Honor Recipient or Citizen Honors awardee portrait, write-up, and presentation

Resources:

Medal of Honor Recipient or Citizen Honors video, art supplies

Extended Activity:

Have students do the same activity, substituting a local hero for the Medal of Honor Recipient or Citizen Honors awardee.

Potential Adaptations:

For Fine Arts teachers, adapt based upon what art form you are currently teaching (i.e. Realism, Expressionism, etc.)

"Every Medal of Honor Recipient has met in his life, someone who inspired him to become who he is. That's our goal. That's all we have left. Time for us to get out and give what we have learned in our lifetime to these kids."

- PATRICK BRADY

COURAGE AND INTEGRITY

LESSONS

QUOTES ABOUT COURAGE & INTEGRITY

"In combat, acts of valor come from aiding and defending comrades."
– WILLIAM R. CHARETTE, NAVY-KOREAN WAR

"The legacy of brave men and women who have fought and died for their country is the freedom we enjoy as Americans."
– LUCIAN ADAMS, ARMY-WORLD WAR II

"Have the courage to defend it with honor, integrity, and your life if necessary."
– JOE. M. JACKSON, AIR FORCE-VIETNAM WAR

"Moral Courage – doing what has to be done, because it is the right thing to do – is the mark of a true hero."
– THOMAS G. KELLEY, NAVY-VIETNAM WAR

"Mediocrity and failure result from choice, not chance. Success is born of courage alone and God has made this marvelous gift infinitely available to all who ask for it."
– PATRICK H. BRADY, ARMY-VIETNAM WAR

"I'm in awe of our nation's heroes and seek to understand where they found their courage in battle."
– JAMES M. SPRAYBERRY, ARMY-VIETNAM WAR

"Go out into the world in peace; have courage; hold onto what is good; strengthen the faint hearted; support the weak; help the suffering; honor all people."
– CARL L. SITTER, MARINE CORPS-KOREAN WAR

"A man's integrity is his greatest asset. Without it, he has nothing."
– LOUIS R. ROCCO, ARMY-VIETNAM WAR

"The most important possession you have is your name – never dishonor it."
– DAVID H. MCNERNEY, ARMY-VIETNAM WAR

"One must have good character, solid principles, and high ethical standards to inspire others to follow."
– WESLEY L. FOX, MARINE CORPS-VIETNAM WAR

"No matter how difficult it seems at the time, it's easier to do the right thing than spend a lifetime regretting that you didn't."
– ROBERT O'MALLEY, MARINE CORPS-VIETNAM WAR

"My Medal of Honor should be shared with all my shipmates."
– RICHARD M. MCCOOL, NAVY-WORLD WAR II

"Life on this earth is short but precious. Strive to do good for others and enjoy doing it."
– JOSEPH C. RODRIGUEZ, ARMY-KOREAN WAR

LESSON B1

Portrait of a Service Member

LESSON TIME

3-4

CLASS SESSIONS

Suggested Application: Language Arts, Social Studies, Journalism

OBJECTIVES

Students will:

- develop insightful questions that cannot be easily researched through online resources to ask a service member
- conduct interviews
- analyze the challenges of a service member

Medal of Honor Focus: Jay Vargas, U.S. Marine Corps, Vietnam War. Any Medal of Honor Recipient may be used for this lesson. Suggestions include Melvin Morris, Leroy Petry, Gary Littrell, or Clinton Romesha.

Teacher Preparation:

Make contact with a local military branch, VFW, or American Legion to find a veteran or active duty service member who is willing to visit the classroom.

DAY 1

Introductory Activity:

Have students read the selected Recipient's Medal of Honor citation and view the video based on his or her story.

Small Group Activity:

Have students work with a partner to summarize the action(s) for which the Recipient was awarded the Medal of Honor. They should identify any words or phrases they are not familiar with and ask for clarification to better understand the citation.

Whole Group Activity:

Discuss as a class the Medal of Honor Recipient's actions and how difficult it might have been for him to share his story. Explain to students that a veteran or service member will be coming to visit the class and that the students will be preparing questions to ask during the visit. Challenge students to write open-ended questions which are also sensitive to the service member or veteran's experience.

Small Group Activity:

Have students work with a partner to create who, what, when, where, and why questions to ask a veteran or service member. They will write insightful questions to help them learn more about life in a time of war/conflict.

LESSON B1

Whole Group Activity:
Have students share out their questions while you record them for the class. Have students decide as a group the top questions to use during the class interview process. After the discussion, have the students decide which questions are the most thoughtful or thought-provoking as well as appropriate.

Provide the students with a list of their questions, and have students decide collectively how to divide up the questions. If possible, the list of questions should be provided to the veteran or service member ahead of time so that he or she may be better prepared about the interests of the students.

Concluding Activity:
Students will be prepared with the question that they will ask the veteran or service member.

DAY 2

Whole Group Activity:
A veteran or service member will come to speak with the class. The students should listen to the veteran or service member tell his or her story based on military duties, asking the questions they prepared on Day 1 and actively listening so that they do not ask a question that the veteran or service member already answered.

Concluding Activity:
Have students write a reflection on the veteran or service member's visit. The reflection should highlight an area or areas within the presentation that were particularly interesting, inspirational, or previously unknown to the student.

DAY 3

Whole Group Activity:
After discussing the visit, lead a discussion about the similarities and connections between the Medal of Honor Recipient and the guest speaker.

Concluding Activity:
Have the students will write a thank you card to the veteran or service member.

Assessment:
Prepared questions, written reflection

Resources:
Medal of Honor citation for chosen Recipient, Living History video for chosen Recipient

LESSON B2

Reflecting on Courage

LESSON TIME

2

CLASS SESSIONS

Suggested Application: Social Studies, Language Arts, Leadership, Guidance/Career Counseling

OBJECTIVES

Students will:

- identify careers that require acts of courage
- develop awareness of universal acts of courage

Medal of Honor Focus: Robert Howard, U.S. Army, Vietnam War

Introductory Activity:

Have students brainstorm and make a list of jobs or professions such as firefighter, police officer, doctor, or nurse which require courage. Survey the class to see how the majority of the students responded.

Small Group/Individual Activity:

Separate the class into several small groups. Provide each group a printed copy of Robert Howard's Portrait of Valor to read together. Ask each group to describe five actions that exemplify his courage. Ask students to describe at least three actions that stood out overall.

Whole Group Activity:

Discuss Robert Howard's acts of courage.

Small Group Activity:

Assign each group a separate profession from the lists of jobs in the introductory activity. Ask each group to describe five actions that are examples of courage for that job or career. Let the groups discuss their responses.

Whole Group Activity:

Have each group report their findings on the acts of courage that exemplify each career identified. Record findings on a classroom chart.

Concluding Activity:

Individually, students will write a reflection about courage and how this value relates to military or civilian professions.

Assessment:

Lists, discussion, chart contribution, reflection

Resources:

Robert Howard Portrait of Valor

UNSTOPPABLE FORCE - SOUTH VIETNAM, 1968

Robert Howard was seventeen years old when he joined the Army in 1956. His father and four uncles had been paratroopers in World War II, and he followed in their footsteps, joining the 101st Airborne. In 1965, during the first of his five tours of duty in Vietnam, he was wounded when a ricocheting bullet hit him in the face. While recuperating in a field hospital, he met a patient who was in the Special Forces. When the man's commanding officer visited, he sized Howard up, then talked him into transferring to the Special Forces.

In 1966, after six months of training in the States, Howard returned to Vietnam as part of the 5th Special Forces Group. By late 1968, he had already been recommended for the Medal of Honor on two separate occasions when, on the afternoon of December 28, his unit was ordered to rescue a wounded Green Beret. As the choppers carrying his platoon of American and Vietnamese Special Forces tried to land, the enemy opened fire. It took two hours for Howard and his men to clear the landing zone and get all the troops in. By dusk, as they were moving forward to a hill where they thought the wounded Green Beret might be hiding, a force of about 250 North Vietnamese suddenly attacked.

Howard and his lieutenant were at the head of the platoon when a claymore mine went off nearby. Howard was knocked unconscious; when he came to, he thought he was blind, until he realized that the blood from wounds on his face had gotten into his eyes. His hands were mangled by shrapnel, which had also destroyed his weapon. He could hear his lieutenant groaning in pain a few yards away, and he was almost overcome by a sickening odor: An enemy soldier with a Soviet flamethrower was burning the bodies of Howard's comrades killed in the attack.

Deciding to blow himself up rather than be incinerated, too, Howard struggled to get a grenade off his web belt, then fumbled with the pin. The soldier with the flamethrower watched him for a moment, then walked away. Howard threw the grenade after him, then crawled to his lieutenant and tried to pull him down the hill into a ravine where the surviving Americans and South Vietnamese had taken refuge. When he got the officer down to a large tree root, where another GI had taken shelter, he screamed at the soldier to hand over his weapon. The soldier tossed him his .45 pistol, then opened fire himself with his rifle, killing three enemy soldiers who were trying to capture Howard and his lieutenant.

At that moment an NVA round struck Howard's ammunition pouch, blowing him several feet down the hill. Still clutching the .45, he crawled back to the lieutenant, shooting several North Vietnamese along the way, and finally dragged him down to the ravine. Howard took charge of the remaining Special Forces troops, then called in U.S. air strikes. For the next two days the North Vietnamese probed his position. On the morning of December 31, U.S. helicopters were finally able to stage an evacuation.

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

ROBERT L. HOWARD

Sergeant First Class, U.S. Army
5th Special Forces Group
(Airborne), 1st Special Forces

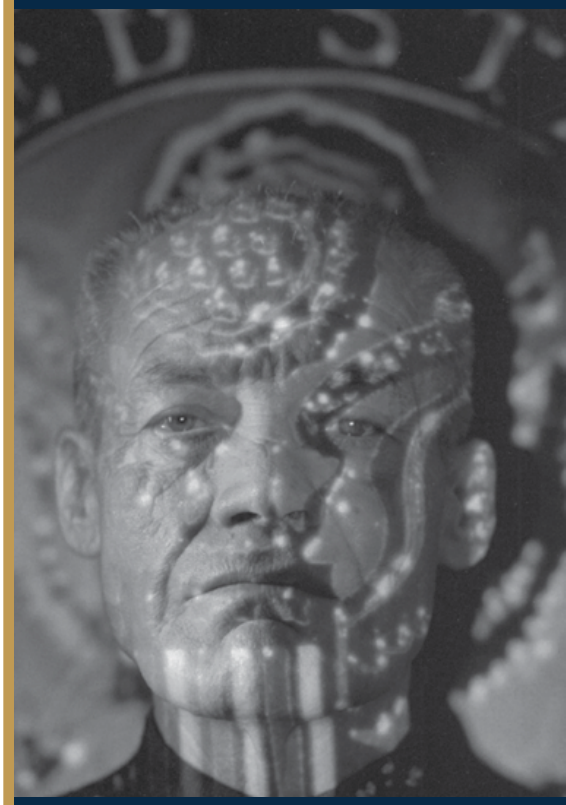
BORN:
July 11, 1939
Opelika, Alabama

ENTERED SERVICE:
Montgomery, Alabama

BRANCH:
U.S. Army

DUTY:
Vietnam War

DIED:
December 23, 2009
San Antonio, Texas



CONGRESSIONAL MEDAL of HONOR SOCIETY

Two years later, in February 1971, Howard was a captain in charge of a Special Forces company under assault by the enemy when he got a call on a field telephone from General William Westmoreland. "We're in pretty bad shape here," Howard said, thinking the general had called to find out his situation. "Yeah, I know," Westmoreland replied, "but we're going to bring you out and give you the Medal of Honor." Robert Howard received the medal from President Richard Nixon on March 2, 1971. He retired at the rank of colonel in 1992.

ROBERT L. HOWARD

Sergeant First Class, U.S. Army
5th Special Forces Group
(Airborne), 1st Special Forces

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

CONGRESSIONAL
MEDAL of HONOR
SOCIETY

"I didn't care what happened to me, but I wanted to protect my men, under any circumstance."

- CHARLES COOLIDGE

LESSON B3

Integrity in Decision Making

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Language Arts, Vietnam War

OBJECTIVES

Students will:

- determine how a decision made at a critical juncture in life impacts the lives of others
- recognize the importance of practicing empathy and making ethical decisions

Medal of Honor Focus: James P. Fleming, U.S. Air Force, Vietnam War

Introductory Activity:

Decisions are not made in a vacuum and are often motivated by a person's sense of right and wrong. Decisions made at critical junctures often affect the lives of those around us.

Ask students to think of a time when they made a decision that affected those around them. Have them describe this decision and explain what would have happened had they chosen to act differently. Perhaps students chose to distance themselves from a group of friends because they were making bad choices and causing unrest in their family; perhaps they chose to befriend a student in school who was not accepted by others; perhaps they gave of their time to do community service when they really wanted to stay home and rest; perhaps they chose not to gossip about someone because they knew that untruths were being spread. These may seem like insignificant examples, yet all of their actions have an impact and help to define them as a person.

Small Group Activity:

Divide the class into groups and have them read "The Road Not Taken" by Robert Frost.

After reading the poem, students (in small groups) will summarize the message of the poem, explain how it relates to decision-making, and explain how the decision made could impact the lives of others.

Whole Group Activity:

Have groups report their findings to the class. Discuss how decision-making reflects one's integrity.

Whole Group Activity:

View the Living History video of James Fleming, and discuss the decisions he made. Ask students to draw connections to "The Road Not Taken."

Concluding Activity:

Ask students to write a short essay entitled "The Most Difficult Decision I Have Made."

Assessment:

Student participation, summaries, essays

Resources:

"The Road Not Taken" by Robert Frost, James Fleming Living History video

THE ROAD NOT TAKEN

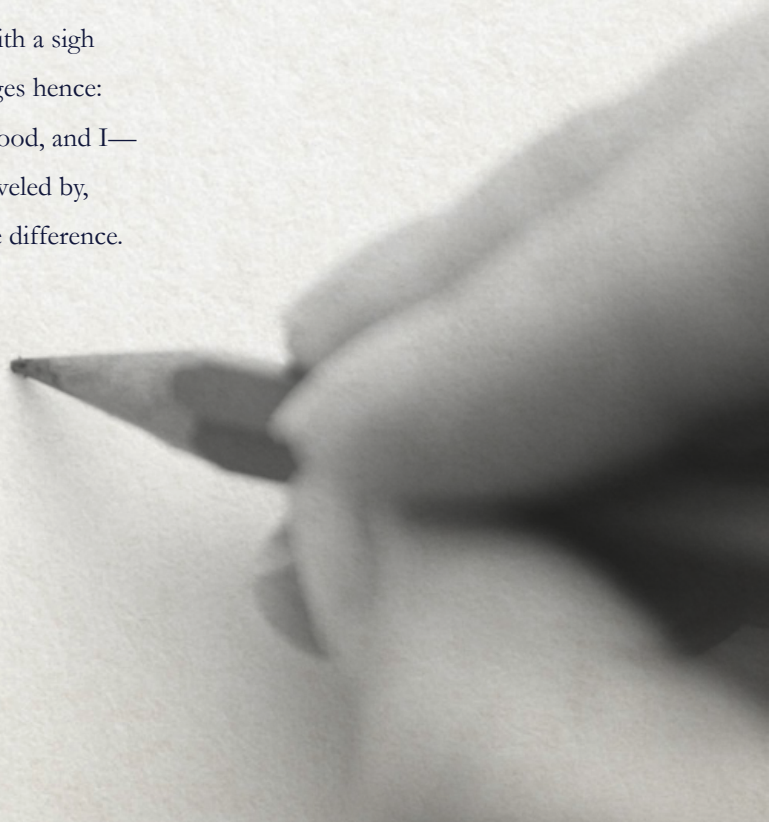
BY ROBERT FROST

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.



LESSON B4

What is Courage?

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Social Studies, Language Arts, Vietnam War, War on Terrorism (Afghanistan)

OBJECTIVES

Students will:

• define courage and give examples of courage in varied circumstances

Medal of Honor Focus: Jack Jacobs, U.S. Army, Vietnam War; or Clinton Romesha, U.S. Army, War on Terrorism (Afghanistan)

Introductory Activity:

Ask students to write five to seven lines defining courage and describing an action that demonstrates true courage. Have students share and discuss their responses with a partner.

Whole Group Activity:

Copy the graphic organizer on the board, and lead a discussion, working from the inner circle to the outer circle as the lesson proceeds (can be done as a three-column chart if desired). Pass out the worksheet or have students copy the graphic organizer worksheet. During the discussion, ask students for words or phrases that are synonyms for courage and tell students to write their responses in the inner circle of the graphic organizer. The class will then give examples of courage, writing them in the second circle.

Show students the video of Jack Jacobs or Clinton Romesha. While viewing, the students should write examples of courage from the video in the outer circle of the graphic organizer.

Small Group/Individual Activity:

Have students share their own graphic organizer with a partner and compare examples of courage from the video.

Whole Group Activity:

Ask the class for examples from Jack Jacobs's video or Clinton Romesha's video and write them into the graphic organizer on the board.

Concluding Activity:

Ask students to define courage in their own words and discuss differences between their initial impression and their reflection after completing this activity.

Assessment:

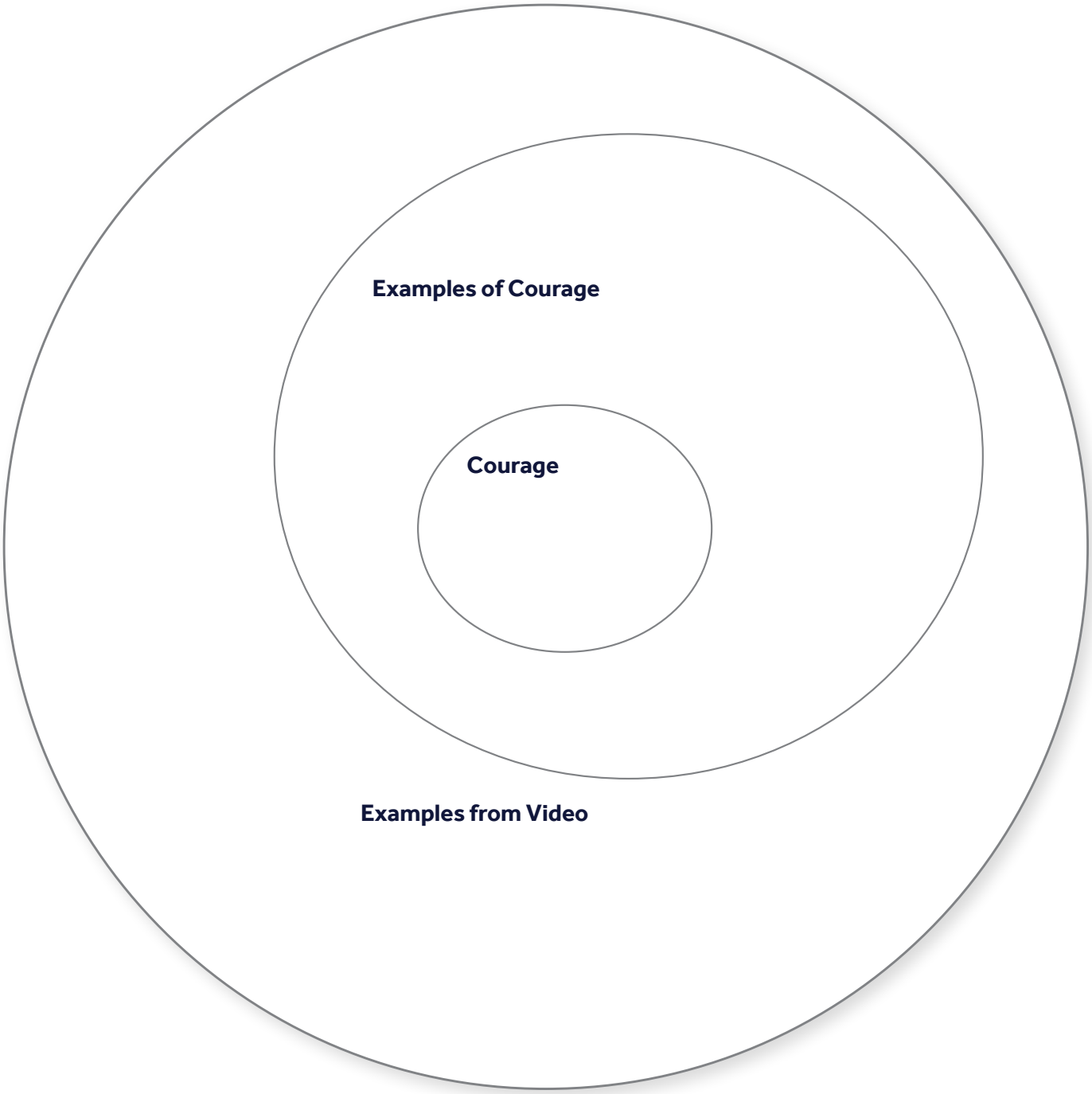
Written definition, reflection, graphic organizer, discussion

Resources:

Living History video for Jack Jacobs or Clinton Romesha, graphic organizer

LESSON B4 WORKSHEET

Name_____ **Period** _____



LESSON B5

A Lesson in Irony

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Language Arts, Social Studies, World War II

OBJECTIVES

Students will:

- define the literary term "irony" and identify examples
- describe irony in comic strips or memes
- interpret and explain Crawford's actions

Medal of Honor Focus: William Crawford, U.S. Army, World War II (Europe)

For the Teacher:

Review the following with students if necessary.

Irony is defined as the difference between what is said and what is meant, between what is said and what actually occurs, or between the meaning and what is understood. Irony is used in fiction, theater, and rhetoric. Irony may be intentional or unintentional; however, the incongruity between words and meaning or actions and meaning is the key to understanding irony in both writing and speech. Fundamentally, irony is always a break between what is said or done and what is meant or intended.

Dramatic Irony: A situation in which the audience knows something about present or future circumstances that the character does not know.

Example: In Oedipus Rex, by Sophocles, Oedipus searches to find the murderer of the former king of Thebes, only to discover that he is the killer. The audience knows this all along.

Verbal Irony: A contradiction of expectation between what is said and what is meant.

Example: In Julius Caesar, by William Shakespeare, Marc Antony says the following even when he knows that Brutus killed Julius Caesar: "Yet Brutus says he was ambitious; And Brutus is an honourable man."

Situational Irony: A contradiction of expectation between what might be expected and what actually occurs, Literary example from "The Rime of the Ancient Mariner" by Samuel Coleridge:
"Water, water, everywhere, And all the boards did shrink;
Water, water, everywhere, Nor any drop to drink"

Real Life Example: When you stayed up all night cramming for a test the next day, and the test is postponed until the next week.

Look for other examples of situational irony. This is the most modern use of a term that has been relevant for a very long time. Situational irony may refer to an unusual coincidence or unexpected happening that results in a surprise for those present or involved. While both verbal and dramatic irony are intentional, situational irony is not.

Introductory Activity:

After an explanation of the literary term irony, discuss examples depending on the grade level. Encourage the class to think of more examples to strengthen the understanding of irony.

LESSON B5

Whole Group Activity:
Look at examples of irony in a comic strip or meme. Discuss irony and give instructions on how to identify examples of irony.

Small Group/Individual Activity:
Have students locate three comic strips or memes that demonstrate irony. Identify the example of irony, explain how it is ironic, and then post the findings for the class to see.

Whole Group Activity:
As a class, watch William Crawford's video. Instruct students to look for examples of irony in the video.

Concluding Activity:
Have students complete viewing guide on William Crawford.

Assessment:
Completed viewing guide with essay, irony activity

Resources:
Newspapers, Internet, William Crawford Living History video, Viewing Guide worksheet

Name_____ **Period** _____

Viewing Guide

William J. Crawford—Medal of Honor Recipient

Directions: Read each question before viewing the video. Answer each question as you watch. Watch the video again if you need to go back and answer certain questions.

1. Why did William Crawford want to be drafted?
2. What was it that Crawford liked about hunting jackrabbits?
3. On the morning of September 13, 1943, the 36th Infantry attacked the Germans in Altavilla. In what country is Altavilla?
4. Using screen images and prior knowledge, explain what a bayonet is.
5. What happened to Crawford's sergeant that prompted him to "without orders and on his own initiative," take off into the woods?
6. What was he looking for in the woods?
7. How deep was the ditch where he was taking cover?
8. While in the woods, Crawford discovered three German machine gun emplacements hidden near him. Crawford knew the survival of the company depended on ending the machine gun fire. How did Crawford destroy all three nests of German soldiers?

   First nest:

   Second nest:

   Third nest:
9. Explain Crawford's actions as the few Germans who were left fled the scene.

_____

_____

10. Why do you think he took these actions?

_____

_____

11. Fill in the blanks. His_____facilitated the advance and ensured the_____of the company.
12. The Germans, however, counter attacked. What happened to Crawford?
13. Who accepted the Medal for him?
14. Summarize in at least two sentences what Crawford did to deserve the Medal of Honor.

_____

_____

15. In what year, and by which President, was Crawford finally bestowed the Medal?

_____

_____

Open-Ended Item

Think about the narrator's quotation in reference to William Crawford, "…a final tribute to an unassuming all-American hero." How is this ironic? Write about a time in your life that you experienced or observed irony.

"You know, whether it's in the military and you have a military commitment, or whether it's in the private sector or in school, you don't let your buddies on the left and the right down. You just do what's right and they'll do if for you, and that's what makes this country so great."

- DREW DIX

LESSON B6

Courage to Make a Difference

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Language Arts, World War II

OBJECTIVES

Students will:

- compare and contrast the characteristics of two different Medal of Honor Recipients
- debate whether a person's size or intellect makes a difference in his/her contribution to society
- stand up for people who are not able to stand up for themselves
- recognize what bullying is and is not

Medal of Honor Focus: Arthur J. Jackson, U.S. Marine Corps, World War II (Pacific) and Nicholas Oresko, U.S. Army, World War II (Europe). Other Recipients may be used to compare and contrast.

Introductory Activity:

Start a class discussion by asking the class these questions:

- Do they know other students who have been bullied based on size and/or other characteristics?
- What would it be like for those students to be star athletes, or part of the "cool kids"?
- What if the popular students were suddenly outcasts?

Clarify bullying and what it looks like.

Definition: Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

There are many roles that kids can play. Kids can bully others, they can be bullied, or they may witness bullying. When kids are involved in bullying, they often play more than one role. It is important to understand the multiple roles kids play in order to effectively prevent and respond to bullying.

Small Group/Individual Activity:

Have students write a short reflection in response to these questions:

- What do you think bullying is?
- Have you been bullied, or do you know someone who has been bullied?
- What were (are) the circumstances?
- What could you have done or what can you do to help the person being bullied?

LESSON B6

Whole Group Activity:
Use masking tape to place a line down the middle of the classroom. One side is for students who belong to clubs, sports, enjoy school, and have what they believe are lots of friends. The other side is for students who may not belong to any school clubs or activities, tend to cause mischief, or who think of themselves as outcasts or different. Use examples from the two videos shown later during the whole group activity below (available on quote sheet at the end of the lesson). The examples need to be from both Recipients. Students will choose a side based on the quotations with which they personally identify (Naughty, Not much into school, etc.). Students who are not sure may stand on the center line. For those having a hard time choosing, students can choose a side that best describes a friend (This is an opportunity to avoid embarrassment or to help speed up the decision-making process). Once the examples and directions are read, students will step to the appropriate side of the room.

The teacher may use the students on the line to even out the sides as needed. Give one side of the room the nickname "Jackson's Brigade." Let the other side know they are "Nick's Battalion."

Whole Group Activity:
Show the videos of both Recipients. If necessary, use a graphic organizer and pause during the video to give students a chance to internalize what they are viewing. After watching these two different types of heroes with physical and intellectual differences, students will defend the hero they are representing. The challenge is to decide which story was more amazing and a greater accomplishment. Each side of the room elects two speakers to represent their groups. Groups can call a collaboration meeting as needed during the debate. The two teams will debate the accomplishments presented in their hero's stories, taking into consideration size, situation, help, equipment, and outcome.

Concluding Activity:
Have students list on the board the common characteristics of both heroes. As a class, brainstorm other professionals or individuals in society with these same characteristics. Individually students should write an essay explaining whether their view of military heroes has changed or whether the typical Hollywood stereotype is valid.

Follow up with students regarding their first reflection about bullying.

Assessment:
Reflection assignment, essay

Resources:
Masking tape, name tags or poster (Jackson's Brigade/Nick's Battalion), Arthur Jackson and Nicholas Oresko Living History videos

NICHOLAS ORESKO QUOTES:

"Sports will not get you anywhere because of your size."

"I wanted to be a pilot, a boxer, all dreams, and you keep going on."

"Men in the platoon did not follow my order, nobody moved."

"I felt so alone…alone on the Battlefield."

"Lord, I am going to die. This is the end."

"Naughty young man."

ARTHUR JACKSON QUOTES:

"The recruiter took one look at me and asked, you like football?"

"I played football in high school."

"You will like the Marines."

"Platoon leader had faith in me, keep your rear end down."

"I was unbelievably lucky."

"I felt like I was a ballplayer and just made the winning touch-down."

"The guys picked me up, pulled me to my feet, slapped me on my back, and said, (Jackson, you did it!")

"Platoon leader described me as the most gung ho Son of a Gun he ever met."

"Never ask anybody to do anything you wouldn't do yourself."

- JAY VARGAS

LESSON B7

An Unlikely Hero

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Social Studies, Vietnam War

OBJECTIVES

Students will:

• consider the values that make a hero
• discuss and generate words that describe a Medal of Honor Recipient
• identify characteristics and qualities of someone who may become a hero

Medal of Honor Focus: Gary Littrell, U.S. Army, Vietnam War

Teacher Preparation:

Prepare the classroom with large flip chart paper at each corner of the classroom with one of the following questions written on each poster:

• What qualities does one need to become a hero?
• What kinds of assignments or duties are needed to operate a military unit?
• What words describe a Medal of Honor Recipient?
• What other everyday jobs require the same characteristics as those of a Medal of Honor Recipient?

Note – Groups are suggested; however, this could be done as a partner or small group activity first. Then students get up and write their responses on the chart paper or through a Google doc platform where each group types in their response. Additional questions may be added to make smaller groups.

Introductory Activity:

Arrange students into their groups. Suggested student grouping: Give each student a slip of paper upon entering the room. On the slips, evenly divided: Sergeant First Class, Vietnam, United States Army, Advisory Team 21. Students will locate their other teammates with the same group title.

Small Group/Individual Activity:

Direct students to respond to their initial question either around the room or at their desk groupings. Students will have approximately five minutes to discuss and answer the question on the poster paper. At the end of five minutes, direct students to rotate to a new question and continue the process of discussion and responding. The students should not repeat a response that another group has already provided. Each group will respond using a different color of marker.

Once all questions have been responded to by each group, have the students quickly discuss responses as a whole group.

LESSON B7

Whole Group Activity:
As a class, view Gary Littrell's video and read through his Portrait of Valor and citation. Students will note what an unlikely hero he was.

Discussion points:

- Mother passed away when he was very young
- Father was unfit to care for him
- Raised by extended family and foster care
- Voted most likely never to succeed at anything
- Behavior was not conducive to his or others' learning
- Joined the military to have structure and guidance
- Military was his first real family

Individual Activity:
Instruct students to answer two of the questions from the flip charts using Gary Littrell's story and support their reasoning with evidence from the video and his biography.

Concluding Activity:
Have students write a reflection about the challenges Gary Littrell faced as a young boy growing up without structure, his struggles in school, and how he overcame these challenges. Students should identify challenges or obstacles within their own lives and set short-term and long-term goals for their own personal success.

Assessment:
List of questions and answers, reflection

Resources:
Large flip chart paper, markers (different color for each group), Gary Littrell's Medal of Honor citation, Portrait of Valor, and Living History video

Extended Activities:
Have students interview family or friends who served in the military or public service. Students should prepare interview questions that ask what training the person had prior to joining the military, what led them to join the military, and what duties the person had while serving. They should conclude with a written summary to present to the class. While students are presenting, the audience should note any of the same characteristics of a Medal of Honor Recipient listed on the board previously.

ADVISOR IN COMMAND - SOUTH VIETNAM, 1970

Gary Littrell was nine years old when his uncle took him to Fort Campbell to watch the 101st Airborne Division make parachute jumps. He always remembered watching the men floating down and saying to himself, someday I'll be doing that. In 1961, on his seventeenth birthday, he joined the Army—once the recruiter guaranteed that he could go to jump school.

After graduating from jump school, Littrell was assigned to the 503rd Regiment, which was reorganized as the 173rd Airborne Brigade (Separate). This brigade was stationed on Okinawa. His next assignment was to the 82nd Airborne Division. He then attended Ranger School, where he did well enough to be made an instructor. During his two years there, the "war stories" he heard from returning Vietnam veterans whetted his appetite for combat, so in 1969 he volunteered to go to the war zone. He learned to speak Vietnamese at the Army Language Institute at Fort Bliss and became an adviser to the 23rd South Vietnamese Ranger Battalion, whose dedicationt and bravery impressed him.

In the early spring of 1970, Littrell was one of four American advisers assisting the 23rd Battalion of the South Vietnamese Army as it looked for North Vietnamese Army units that had been harassing U.S. Special Forces camps in Kontum Province. On April 4, after 473 South Vietnamese Rangers ran into a concentration of approximately five thousand enemy troops, they established a defensive perimeter on a hill against a ferocious mortar attack. The battalion commander and one of the American advisers were killed in the first day of the fighting. Then two other advisers were wounded, leaving Sergeant Littrell in command.

Over the next four days, Littrell exhorted the South Vietnamese troops not to give up, despite their heavy losses. Moving along the defensive perimeter, he distributed ammunition and tried to help the wounded. Repeatedly abandoning positions of relative safety, he continually called in air support and artillery fire on the advancing enemy. At times he directed the American air strikes to within a few yards of his own position.

On April 8, 1970, Littrell's commanding officer radioed him to attempt a retreat. Littrell moved out with what was left of the battalion. With helicopter gunships guarding his flanks, Air Force fighters clearing a corridor to his front, and by fighting off constant enemy ambushes, he moved the men five miles to link up with "friendlies." Of the South Vietnamese Rangers who had begun the battle, forty-one walking wounded came out—but the enemy had been virtually annihilated.

Littrell was ordered home a few months later. At his going-away party, his commanding officer told him that he had been recommended for the Medal of Honor, but nothing happened and he soon forgot about it. Three and a half years later, he was serving with the 101st Division when he was informed that he was to receive the medal. President Richard Nixon made the presentation at the White House on October 15, 1973.

Command Sergeant Major Littrell retired from the Army ten years later. After retirement, Littrell served for many years with the Veterans Administration. In recent years, he has been very active with the Congressional Medal of Honor Society, serving as its president for two consecutive terms.

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

GARY LITTRELL

Sergeant First Class, U.S. Army
Advisory Team 21, II Corps
Advisory Group

BORN:
October 26, 1944
Henderson, Kentucky

ENTERED SERVICE:
Los Angeles, California

BRANCH:
U.S. Army

DUTY:
Vietnam War

CONGRESSIONAL MEDAL of HONOR SOCIETY

Vietnam War

GARY L. LITTRELL

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RANK: Sergeant First Class (Highest Rank: Command Sergeant Major)
UNIT/COMMAND: Advisory Team 21, II Corps Advisory Group, U.S. Military Assistance Command
MILITARY SERVICE BRANCH: U.S. Army
MEDAL OF HONOR ACTION DATE: April 4 - 8, 1970
MEDAL OF HONOR ACTION PLACE: Kontum Province, Republic Of Vietnam

CITATION

For conspicuous gallantry and intrepidity in action at the risk of his life above and beyond the call of duty. Sfc. Littrell, U.S. Military Assistance Command, Vietnam, Advisory Team 21, distinguished himself while serving as a Light Weapons Infantry adviser with the 23d Battalion, 2d Ranger Group, Republic of Vietnam Army, near Dak Seang. After establishing a defensive perimeter on a hill on 4 April, the battalion was subjected to an intense enemy mortar attack which killed the Vietnamese commander, one adviser, and seriously wounded all the advisers except Sfc. Littrell. During the ensuing four days, Sfc. Littrell exhibited near superhuman endurance as he singlehandedly bolstered the besieged battalion. Repeatedly abandoning positions of relative safety, he directed artillery and air support by day and marked the unit's location by night, despite the heavy, concentrated enemy fire. His dauntless will instilled in the men of the 23d Battalion a deep desire to resist. Assault after assault was repulsed as the battalion responded to the extraordinary leadership and personal example exhibited by Sfc. Littrell as he continuously moved to those points most seriously threatened by the enemy, redistributed ammunition, strengthened faltering defenses, cared for the wounded, and shouted encouragement to the Vietnamese in their own language. When the beleaguered battalion was finally ordered to withdraw, numerous ambushes were encountered. Sfc. Littrell repeatedly prevented widespread disorder by directing air strikes to within 50 meters of their position. Through his indomitable courage and complete disregard for his safety, he averted excessive loss of life and injury to the members of the battalion. The sustained extraordinary courage and selflessness displayed by Sfc. Littrell over an extended period of time were in keeping with the highest traditions of the military service and reflect great credit on him and the U.S. Army.

ACCREDITED TO: Los Angeles, Los Angeles County, California
AWARDED POSTHUMOUSLY: No
PRESENTATION DATE & DETAILS: October 15, 1973, The White House, Presented by Pres. Richard M. Nixon
BORN: October 26, 1944, Henderson, Henderson County, Kentucky

LESSON B8

Integrity and the Power of Words

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, Leadership, Vietnam War

OBJECTIVES

Students will:

• explain the importance of integrity in reporting and the danger of rumors and misinformation
• explore the process of verifying sources

Medal of Honor Focus: Charles Hagemeister, U.S. Army, Vietnam War

Introductory Activity:

Have several students line up and play the "Telephone Game." Begin by whispering a three to four sentence story into the ear of the first student. That story is then whispered to the next student, continuing down the line until the last student receives the message. Once the last student has the message, he or she will recite the story for the class. The teacher will then compare what the student said to the original story and discuss what happened during the process of the game and how misinformation is disseminated in this example and in real life.

Whole Group Activity:

Pass out the worksheet and then show Charles Hagemeister's video for the class. After watching the video, students will answer questions 1-4 on the worksheet. Once the students have completed the questions, lead a discussion on the responses the students provide, being sure to point out what rumors, misinformation, and lies can cause.

Small Group/Individual Activity:

Pass out Handout 1 and Handout 2. Have students answer questions 5-7 on the worksheet using those handouts. Make sure the students find and locate the discrepancy between Citation 1 and Citation 2 (Hagemeister killed in action). Point out that Handout 2 is the official paperwork from the recommendation packet. Specifically, this document is the one in which General Westmoreland corrects the error that Charles Hagemeister was killed in action.

Concluding Activity:

Have students answer the Final Question then lead a discussion with the class about the power of words have in our social media, news, and relationships.

Assessment:

Worksheet

Resources:

Worksheet, handouts, Charles Hagemeister Living History video

Extended Activity:

Have students to explore and discuss various media outlets regarding fake news and online bullying.

Name_____ **Period** _____

Integrity and the Power of Words

Directions: Read and answer the following questions.
After Watching...

1. During the fight, Specialist Hagemeister took over the radio operations. Who was he talking to and why was that information so important?

2. What could have been the consequences of Specialist Hagemeister giving the wrong information over the radio?

3. Describe a time in your life when someone receiving wrong or rumored information about you or someone you know caused a problem. Describe what that felt like.

4. List and describe where you receive the majority of your information about friends, local and national news, and other events going on around you. Then describe what responsibility you think those reporting have to be accurate. What is your responsibility?

Read the two citation examples on Handout 1. Highlight or underline the words that are different in the two citations. READ CAREFULLY!

5. What is the main difference between Citation 1 and Citation 2? Based on the evidence we have, which of the two citations is correct?

6. What did the Army think happened to Specialist Hagemeister in Vietnam?

7. Carefully examine Handout 2 from the official packet of Specialist Hagemeister. What had to be corrected, and who ordered the correction?

Final Question: Why is finding credible resources, sharing accurate information, and integrity in reporting so important to you and society as a whole?

Integrity and the Power of Words

Citation 1

For conspicuous gallantry and intrepidity in action at the risk of his life above and beyond the call of duty. While conducting combat operations against a hostile force, Sp5c. Hagemeister's platoon suddenly came under heavy attack from 3 sides by an enemy force occupying well concealed, fortified positions and supported by machine guns and mortars. Seeing 2 of his comrades seriously wounded in the initial action, Sp5c. Hagemeister unhesitatingly and with total disregard for his safety, raced through the deadly hail of enemy fire to provide them medical aid. Upon learning that the platoon leader and several other soldiers also had been wounded, Sp5c. Hagemeister continued to brave the withering enemy fire and crawled forward to render lifesaving treatment and to offer words of encouragement. Attempting to evacuate the seriously wounded soldiers, Sp5c. Hagemeister was taken under fire at close range by an enemy sniper. Realizing that the lives of his fellow soldiers depended on his actions, Sp5c. Hagemeister seized a rifle from a fallen comrade, killed the sniper, 3 other enemy soldiers who were attempting to encircle his position and silenced an enemy machine gun that covered the area with deadly fire. Unable to remove the wounded to a less exposed location and aware of the enemy's efforts to isolate his unit, he dashed through the fusillade of fire to secure help from a nearby platoon. Returning with help, he placed men in positions to cover his advance as he moved to evacuate the wounded forward of his location. These efforts successfully completed, he then moved to the other flank and evacuated additional wounded men despite the fact that his every move drew fire from the enemy. Sp5c. Hagemeister's repeated heroic and selfless actions at the risk of his life saved the lives of many of his comrades and inspired their actions in repelling the enemy assault. Sp5c. Hagemeister's indomitable courage was in the highest traditions of the U.S. Armed Forces and reflect great credit upon himself.

Citation 2

For conspicuous gallantry and intrepidity in action at the risk of his life above and beyond the call of duty. While conducting combat operations against a hostile force, Sp5c. Hagemeister's platoon suddenly came under heavy attack from 3 sides by an enemy force occupying well concealed, fortified positions and supported by machine guns and mortars. Seeing 2 of his comrades seriously wounded in the initial action, Sp5c. Hagemeister unhesitatingly and with total disregard for his safety, raced through the deadly hail of enemy fire to provide them medical aid. Upon learning that the platoon leader and several other soldiers also had been wounded, Sp5c. Hagemeister continued to brave the withering enemy fire and crawled forward to render lifesaving treatment and to offer words of encouragement. Attempting to evacuate the seriously wounded soldiers, Sp5c. Hagemeister was taken under fire at close range by an enemy sniper. Realizing that the lives of his fellow soldiers depended on his actions, Sp5c. Hagemeister seized a rifle from a fallen comrade, killed the sniper, 3 other enemy soldiers who were attempting to encircle his position and silenced an enemy machine gun that covered the area with deadly fire. Unable to remove the wounded to a less exposed location and aware of the enemy's efforts to isolate his unit, he dashed through the fusillade of fire to secure help from a nearby platoon. Returning with help, he placed men in positions to cover his advance as he moved to evacuate the wounded forward of his location. These efforts successfully completed, he then moved to the other flank and evacuated additional wounded men despite the fact that his every move drew fire from the enemy and he was mortally wounded. Sp5c. Hagemeister's repeated heroic and selfless actions at the cost of his life saved the lives of many of his comrades and inspired their actions in repelling the enemy assault. Sp5c. Hagemeister's indomitable courage was in the highest traditions of the U.S. Armed Forces and reflect great credit upon himself.

Integrity and the Power of Words

FOR OFFICIAL USE ONLY

XXXXXXXXXXXXX 28 JUL 1967

MACAG-PD

SUBJECT: Recommendation for Award of the Medal of Honor

TO: Commander in Chief
United States Army, Pacific
APO 96558

Forwarded in accordance with Department of the Army Message UNCLAS 764106 from AGPB-AC.

FOR THE COMMANDER:

10 Incl
nc

T. F. SIKORA
Captain, USA
Asst AG

RECORD COPY
ORIGINATING OFFICE
ACTION OFFICER
TEL NUMBER
COORDINATION
OFFICE | INITIALS DATE
ACTION OFFICER
RELEASING OFFICER

NFR: AS A RESULT OF A QUESTION FROM GEN WESTMORELAND, A CHANGE WAS MADE ON THE PROPOSED CITATION OF "COST OF HIS LIFE" TO "RISK OF HIS LIFE." CPT SCCURGS OF THE 1st CAV DIV WAS CONTACTED TO VERIFY THAT SP4 HAGEMEISTER WAS IN FACT STILL LIVING.

AS A RESULT OF A QUESTION FROM GEN WESTMORELAND, A CHANGE WAS MADE ON THE PROPOSED CITATION OF "COST OF HIS LIFE" TO "RISK OF HIS OWN LIFE". CPT SCCURGS OF THE 1ST CAV DIV WAS CONTACTED TO VERIFY THAT SP4 HAGEMEISTER WAS IN FACT STILL LIVING.

LESSON B9

A Student of Mine

LESSON TIME

3

CLASS SESSIONS

Suggested Application: Language Arts, Social Studies

OBJECTIVES

Students will:

- determine that the Citizen Honors awardees display many of the same values as Medal of Honor Recipients
- relate the character values demonstrated by the Citizen Honors awardees to teachers in their own schools
- identify the values demonstrated by Jencie Fagan and support with evidence from the video
- respond in writing to the video about the situation facing Jencie Fagan on March 14, 2006

Citizen Honors Focus: Jencie Fagan

Note to Teacher:

If students need background information about Citizen Honors, start with Lesson A4.

Introductory Activity:

Ask students to write a response to the following sentences, allowing approximately fifteen minutes to write and share with a partner, then the whole group.

If you were in school and a problem arose that you needed to discuss, what teacher or counselor would you feel comfortable talking with about the situation? Explain at least two qualities that this person possesses that would allow you to freely speak with him or her.

After the students write their responses, explain the significance of the Citizen Honors given each year. Explain that physical education teacher Jencie Fagan was the first honoree and the first woman to be awarded the Citizen Honors, in March of 2008. As a private citizen, Jencie Fagan displayed many of the same attributes as our Medal of Honor Recipients.

Whole Group Activity:

Show Jencie Fagan's video then lead students in a brief discussion about Jencie Fagan. Ask students if Jencie Fagan demonstrated any of the values of the person mentioned in their individual responses written in the introductory activity.

Small Group Activity:

Pass out the quotation sheet. Ask students to break into small groups and determine which of the Medal of Honor values Jencie Fagan's actions most exemplified: courage, commitment, citizenship, sacrifice, integrity, or patriotism. The groups may select more than one value to analyze but will have to provide evidence for their responses from the quotes on the provided sheet. Each group will write their value(s) on the top of the paper and record the selected quotations and their rationale underneath.

Whole Group Activity:

Have the groups share their conclusions with the entire class and explain the evidence for their selection of the value(s).

LESSON B9

Concluding Activity:
Students will write in response to one of the following RAFT assignments.

ROLE of the writer (Who are you as the writer?)	AUDIENCE (To whom are you writing?)	FORMAT of the writing	TOPIC of the writing
Kendra Hess (student who appears in the video)	Jencie Fagan	Poem	Praising Jencie Fagan's actions
Jencie Fagan	Self	Diary Entry	Her feelings on the day of the incident
Principal of the Middle School	Faculty of the Middle School	Speech	Crediting Jencie Fagan for her actions
FREE CHOICE APPROVED BY TEACHER			

In their response, students should identify two examples of how Jencie Fagan demonstrated the same values as a Medal of Honor Recipient they have studied.

Assessment:
Response to introductory activity, participation in class discussion, completion/sharing of the small group activity based on the values, and completion of the RAFT Activity according to teacher specifications

Resources:
Jencie Fagan video, quotation sheet

QUOTATIONS FROM JENCIE FAGAN

"Our kids here are beautiful. They are such good children."

"I have very high expectations…the kids and their improvement. They are finding out about their self-worth… that for me is why I teach."

"There were three students between the young man and myself. I told the kids who were between us, 'Go in the locker room and shut the door.'"

"The student with the gun is a student of mine. I started talking to him."

"I could tell he was upset looking at his face. He looked a little lost."

"Did I think about him pointing a gun at me? Truth, no. I worried about the kids."

"I go to him and hug him. When I went to hug him, it just seemed natural. I don't know why I did it. I'm a teacher, a mom, a human being. Anyone who goes to that point…what they must be feeling must be horrific."

"I'm here. I'm not going anywhere."

"In my head, anybody'd do it because these are children."

"I was worried about what I was wearing. I wear shorts and tennis shoes."

"Colin Powell is putting the medal over me and he put his arm on my back to steady me."

"It was truly an honor to be appreciated by them."

QUOTATIONS FROM KENDRA HESS

"I will always remember that I was thinking, 'Yes! If anyone is going to save me, Jencie is.'"

"She was showing him love. She was showing him affection. For a student to be that violent to another student and Jencie still showed him love."

"She was tough but had the essence of Mother Hen. Her wings are big enough to spread over the entire school. The courage that it took for her to step out those gym doors and literally have someone lay down a weapon for her just by her words… she's truly amazing."

"In the crucible of combat, one of the most important things you learn is the value of expending energy for somebody else—that it isn't all about you, that it's for all of us together."

- JACK JACOBS

LESSON B10

What Would You Do?

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Language Arts, Social Studies, Science

OBJECTIVES

Students will:

- identify the values of a Citizen Honors awardee
- examine and analyze how a person faces danger

Citizen Honors Focus: Chris Mintz

Introductory Activity:

Discuss with students the "fight-or-flight" response. According to Harvard Health Publication, it "evolved as a survival mechanism, enabling people and other mammals to react quickly to life-threatening situations. The carefully orchestrated yet near-instantaneous sequence of hormonal changes and physiological responses helps someone to fight the threat off or flee to safety." While science proves this reaction is involuntary and instinctual, we humans tend to judge each other's level of courage according to whether we face the danger or flee.

Ask students to describe in one or two paragraphs a situation in which either they or somebody else demonstrated courage in the face of danger.

Small Group Activity:

Have students compare their responses about courage and discuss the circumstances of the actions. They will explain what the outcome of the situation was and its connection to the fight or flight response.

Whole Group Activity:

Show the video about Chris Mintz, Citizen Honors Awardee. Then, discuss his fight or flight response and his subsequent act of courage.

Concluding Activity:

Have students write a one-page summary about the video featuring Chris Mintz and his act of courage. Students may reflect on how they would have reacted in a similar situation.

Assessment:

Responses, essay

Resources:

Chris Mintz video

"You don't have to don a uniform for service."

- CLINTON ROMESHA

LESSON B11

Be True to Yourself

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Language Arts, Social Studies

OBJECTIVES

Students will:

- analyze and interpret the poem "If" written by Rudyard Kipling
- understand the theme(s) of the poem
- analyze thematic links between this poem and the life and actions of Rick Rescorla
- identify and define which character values in the poem could apply to a Citizen Honors awardee

Citizen Honors Focus: Rick Rescorla

Note to Teacher:

Rudyard Kipling's poem "If" was personally meaningful to Rick Rescorla, Vice President/Director of Security at Morgan Stanley Dean Witter & Company, South Tower, World Trade Center, in New York City.

According to Kipling in his autobiography, Something of Myself, the poem was inspired by Dr. Leander Starr Jameson. In 1895 Dr. Jameson led a raid by British forces against the Boers in South Africa, subsequently called the Jameson Raid. This defeat increased the tensions that ultimately led to the Second Boer War. Dr. Jameson and his connection to the poem is the focus of the book The If Man by Chris Ash.

Introductory Activity:

Ask students to think of a quotation, book, or poem that may have inspired them. After a brief discussion about the students' selections, read Rudyard Kipling's poem "If" aloud.

Whole Group Activity:

Show the video about Rick Rescorla and his actions on September 11, 2001. While watching the video, students look for examples of how the poem "If" applies to Rick Rescorla. Students should write their connections for further discussion.

Small Group Activity:

After the video, divide students into small groups and give each group a different stanza from the poem. Each group respond to the following:

- Identify the character traits an adult must have according to the poem
- Identify the central theme of the assigned stanza
- Relate the character values in the assigned stanza to Rick Rescorla's actions
- Explain why the advice in the poem is relevant today
- Prepare to present and explain the written findings to the whole class
- Have students present, explaining their findings to the whole class

Whole Group Activity:

Have the groups explain the findings to the whole class.

Concluding Activity:
Discuss with the class why they think the advice given in the poem has proven to be so timeless. Individually, students write an essay that makes connections between Rick Rescorla's video and the poem.

Assessment:
Stanza presentation, class discussion, essay

Resources:
Rick Rescorla video

Ash, Chris. The If Man: Dr. Leander Starr Jameson, the Inspiration for Kipling's Masterpiece. West Midlands, England: Helion & Company Limited, 2012.

Kipling, Rudyard. Something of Myself. New York: Cambridge University Press, 1990.

Extended Activity:
As a class, discuss the role of integrity in the poem and in Rick Rescorla's story.

Read the Rudyard Kipling poem "If" to recognize adverb clauses and how they are punctuated. When students are familiar with adverb clauses, they may create their own If poem.

Rewrite Kipling's poem addressed from a mother to a daughter. Would the message change? Why or why not?

IF

BY RUDYARD KIPLING

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a man, my son!

"…He just does it because it's part of who he is."

- ALLEN LYNCH

LESSON B12

"You and Me, God"

LESSON TIME

2

CLASS SESSIONS

Suggested Application: Social Studies, Language Arts

OBJECTIVES

Students will:

- determine that the Citizen Honors awardees display many of the same attributes as Medal of Honor Recipients
- relate the character values demonstrated by a Citizen Honors awardee to those of a Medal of Honor Recipient they have studied
- identify the character values demonstrated by David Bryan and support their choices with evidence from the video
- write in response to the video about the situation facing David Bryan

Citizen Honors Focus: David Bryan

Introductory Activity:

Ask students to write about the following quotation for approximately fifteen minutes, then share with a partner, and finally the whole group.

Directions to students:

Please read the following quotation from the video we are about to watch:

"Basically, our life as human beings is how we interact with one another, and every little piece of yourself that you give to someone else carries on, and they are going to pass that to someone else."

Explain what this quotation means to you. Explain how a lesson in life has been passed on to you that you hope to pass down through generations as well. Perhaps your mother always remembered a needy family during the holidays and you hope to continue the tradition, or your father's example of kindness towards someone in need is a character trait or value that you hope to develop.

After students write and share responses, explain the significance of the Citizen Honors (refer back to Lesson A4). Explain that David Bryan, who lived near Kansas City, Missouri, was honored for going above and beyond by valiantly rescuing a motorist from a burning automobile. Explain that as a private citizen, David Bryan displayed many of the same values as Medal of Honor Recipients: courage, commitment, citizenship, sacrifice, integrity, and patriotism.

Whole Group Activity:

Show David Bryan's video then lead students in a brief discussion of their impressions of David Bryan. Students should reflect on whether he demonstrated any of the character values of the person mentioned in their individual responses to the introductory activity.

Small Group Activity:
Ask students to take on the following roles in small groups:

- Questioners- What unanswered questions do you have about the actions of David Bryan? What three questions would you ask him if you could?
- Visualizers- Draw an impactful scene from the video. Explain why the scene is a significant part of the video.
- Concluders- What conclusions can you draw about David Bryan and Michael Nolte after hearing their story? What evidence led you to these conclusions?
- Inferencers- What inferences can be drawn from the account of these two men?
- Predictors- What predictions would you make about David Bryan and Michael Nolte's actions in the future?
- Connectors- What connections can you make to this video: text-to-text, text-to-world, text-to-me? Explain the rationale for these connections.

Concluding Activity:
Have students share their work with the whole group after completing these tasks. Revisit the quotation that the students wrote about in the introductory activity and ask students to discuss how it reflects David Bryan's values.

Individually, have students list and explain at least two ways in which David Bryan and a Medal of Honor Recipient they have studied are alike.

Assessment:
Participation in the introductory activity, participation in class discussion, completion of small group activity including share out.

Resources:
David Bryan video

LESSON B13

Survival Math

LESSON TIME

1-3

CLASS SESSIONS

Suggested Application: Math, Vietnam War

OBJECTIVES

Students will:

- understand the relationship of the legs and hypotenuse of triangles and find the hypotenuse and measurement of the legs
- calculate the angles of a triangle given the missing angle, and/or length of the legs of a triangle
- use volume and algebraic equations to find missing variables
- connect these skills to real life and to Medal of Honor values

Medal of Honor Focus: Leo Thorsness, U.S. Air Force, Vietnam War

Teacher Preparation:

Students should understand how to find the angles of acute, obtuse, and right angles, square roots, and algebraic equations. This lesson can be used to introduce algebraic equations, how to find the legs and angles of a triangle, or as an extension of either lesson.

Introductory Activity:

Review the concept of different triangles, how to find the length of sides, angles, and algebraic equations. Students should be able to identify the different triangles and how to label the angles and legs as well as how to solve basic algebraic equations.

Whole Group Activity:

Read the Portrait of Valor of Leo Thorsness then watch his Living History video. After the video, have students do a think-pair-share on the math concepts he would have needed to know in order to do his job. How might his skills have given him the courage to carry out his missions?

Small Group/Individual Activity: Finding a hypotenuse

Give the students either the height (A), ground distance (B), total distance glided (C), or the angles and have students find out the others. For more practice, change the lengths/distance needed to glide. Have students explain why the ability to calculate a hypotenuse was crucial to Thorsness' survival.

Small Group/Individual Activity: Finding Angles

Using different angles, have students figure out the angle Leo Thorsness would have needed to be at to glide, height needed to be at, angle to land, etc. Change the angles for more practice.

Small Group/Individual Activity: Solving Algebraic Equations and Finding Missing Variables

Have students use algebraic equations to figure out how many ounces of fuel someone would need to go different distances. Adjust the distances needed to travel, the amount of fuel available, and the distance each ounce of fuel can propel a plane forward.

LESSON B13

Concluding Activity:
Review student answers and discuss why math was so important to Leo Thorsness' survival. Ask students to discuss how math can give you courage. Then have students brainstorm ways in which math is needed for other jobs. Think about how skills can create the confidence to handle challenging situations. Have students write a reflection.

Assessment:
Math equations, reflection

Resources:
Leo Thorsness' Living History video and Portrait of Valor

Extended Activities:
Students should talk with their parents about when they use math in their daily lives and look into the ways that math will be needed and useful in their future.

Students should research a career they are considering to discover how math is used in that field. Based on their findings, they should each write a report, including a list of the math classes they would need to succeed in that field.

WILD WEASEL DOGFIGHT – OVER NORTH VIETNAM, 1967

Leo Thorsness enlisted in the Air Force in 1952 at the age of nineteen, largely because he had a brother serving in Korea. Though he didn't make it to Korea himself, he stayed in the military, becoming an officer and a fighter pilot. In 1966, he went to Vietnam as part of a squadron of F-105s. The "Wild Weasel" was a specially modified twoseat F-105 and had the job of finding and destroying surface-to-air missile (SAM) sites. The Weasels were capable of lingering in target areas longer than other fighters, and as a result suffered a high loss ratio; not many Weasel pilots completed their hundred-mission tours.

On April 19, 1967, Thorsness was on a mission deep in North Vietnam. He and his wingman took out an enemy SAM site with missiles, then destroyed a second site with bombs. In the second attack, the wingman radioed that his plane, hit by intense antiaircraft fire, was going down. "Turn toward the mountains and I'll keep you in sight," Thorsness told him. As the pilot and his backseater ejected from the damaged aircraft, Thorsness circled above to keep them in sight.

Suddenly, he saw an enemy MiG-17 fighter setting up a gunnery pass on the parachutes. Although the Weasel was not designed for dogfights, Thorsness attacked the MiG and destroyed it with bursts from his gatling gun.

Dangerously low on fuel, Thorsness quickly air-refueled from a tanker and returned to the MiG-infested area to protect the downed crew from North Vietnamese soldiers. When his rear-seat weapons officer spotted four more MiGs in the area, he turned back through a barrage of North Vietnamese SAMs to engage them. He hit another one (although he never got credit for the kill because his gun camera had run out of film) and drove the remaining enemy planes away.

Heading for Udorn Royal Thai Air Base, the closest U.S. airfield, Thorsness climbed to thirty-five thousand feet. Seventy miles from base, with his fuel tanks on empty, he pulled the throttle to idle, knowing he could glide two miles for each thousand feet he fell. Just as he was landing, the F-105's engine ran out of fuel and shut down.

Two weeks later, he was shot down over North Vietnam on his ninetythird mission. He bailed out and was captured, and wound up a prisoner of war in the "Hanoi Hilton," where he ran into the two F-105 crew members he had tried to rescue. After two years of unremitting torture, he learned, through a secret "tap code" among the prisoners, that his name had been submitted for the Medal of Honor. (The officer in charge of writing Thorsness' citation had been shot down himself and brought to the same prison.)

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

LEO K. THORSNESS

Major, U.S. Air Force 357th Tactical Fighter Squadron

BORN:
February 14, 1932
Walnut Grove, Minnesota

ENTERED SERVICE:
Walnut Grove, Minnesota

BRANCH:
U.S. Air Force

DUTY:
Vietnam War

DIED:
May 2, 2017

CONGRESSIONAL MEDAL of HONOR SOCIETY

When the war ended in 1973,Thorsness was released and sent home. He had knee injuries, sustained when he had bailed out of his plane at six hundred knots, and back injuries as a result of torture. He received the Medal of Honor on October 15, 1973, from President Richard Nixon. "We've been waiting for you for six years," Nixon told him. "Welcome home."

After retiring from the Air Force as a colonel, Thorsness was an executive with Litton Industries and later served the people of Washington as a state senator. In 2002, he started speaking on his personal mantra, "Do what's right—help others."

LEO K. THORSNESS

Major, U.S. Air Force 357th Tactical Fighter Squadron

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

CONGRESSIONAL MEDAL of HONOR SOCIETY

LESSON B14

Courage in the Face of Prejudice

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Leadership, Social Studies, Sociology

OBJECTIVES

Students will:

- Recognize prejudice (intentional or unintentional) in the past and analyze how to address past injustices in the modern era
- Examine depths of courage in the face of imminent danger and how courageous actions can protect others

Medal of Honor Focus: Henry Johnson, U.S. Army, World War I

Teacher Preparation:

This lesson includes sensitive topics including segregation and prejudice. Please review courtesy, respect, and civil discourse with students concerning this topic. Students may react sensitively while discussing some inquiries during the lesson.

Introductory Activity:

Display the terms courage and commitment. Allow students a few minutes to define these terms and provide one example for each. Ask students to share their definitions and examples. Convey that these values will be addressed throughout the lesson, and students should keep their initial thoughts to compare following the lesson.

Whole Group Activity:

Provide students with copies (print or digital) of the *Medal of Honor: Henry Johnson* graphic novel available on our website. Students should read the graphic novel for context. Students will use the novel to cite later. Facilitate a discussion with the class based upon what students read. Sample questions: What stood out to you about Henry Johnson? Is there anything you found interesting about Henry Johnson's story?

Small Group Activity:

Divide students into groups of three and distribute Henry Johnson's citation. Assign one of the four prompts to each of the groups, doubling up on questions as needed. Provide students with the graphic organizer. After assigning groups their prompts, show Henry Johnson's Medal of Honor Award Presentation video to the class and ask students to take notes about what they observe. They will use the graphic novel, Henry Johnson's citation, and the President's remarks during the White House ceremony to cite evidence necessary to complete the assignment. Students should use the graphic organizer to take notes to help organize evidence.

1. Serving on the front lines in trenches requires courage. Citing evidence from sources, how did Henry Johnson demonstrate courage above and beyond his duty?
2. Henry Johnson received the Croix de Guerre avec Palme from the French military. Citing evidence from sources, why did Henry Johnson not receive official recognition from the United States government?
3. Henry Johnson's actions before, during, and after his first battle experience demonstrated his commitment. Citing evidence from sources, how did Henry Johnson demonstrate commitment throughout his service?
4. Henry Johnson was awarded the Medal of Honor posthumously 97 years after his actions in France. Citing evidence from sources, explain this decision's impact to correct past injustices in our nation's history.

They will work in their groups to compare notes and discuss their inquiry task. Circulate with the groups to ensure each student contributes, answer students' questions, and remind students to focus on citing evidence to back their claims.

Allow each group to present its response to their assignment and allow questions/discussion from other groups.

Concluding Activity:
Instruct students to access their initial definitions and examples from the introductory activity. Ask students to write a personal reflection on how Henry Johnson's story has influenced or changed their original definition.

Assessment:
Reflections, participation

Resources:
Henry Johnson Medal of Honor Award Presentation video and citation, worksheet

Medal of Honor: Henry Johnson graphic novel, Volume 2, Issue 2 (available for download on our website)

World War I

Henry Johnson

RANK: Private
UNIT/COMMAND: Company C, 369th Infantry Regiment, 93d Infantry Division, American Expeditionary Forces
MILITARY SERVICE BRANCH: U.S. Army
MEDAL OF HONOR ACTION DATE: May 15, 1918
MEDAL OF HONOR ACTION PLACE: NW St. Menehoul, Argonne Forest, France

CITATION

Private Henry Johnson distinguished himself by extraordinary acts of heroism at the risk of his life above and beyond the call of duty while serving as a member of Company C, 369th Infantry Regiment, 93d Infantry Division, American Expeditionary Forces on May 15, 1918, during combat operations against the enemy on the front lines of the Western Front in France. In the early morning hours, Private Johnson and another soldier were on sentry duty at a forward outpost when they received a surprise attack from a German raiding party consisting of at least 12 soldiers. While under intense enemy fire and despite receiving significant wounds, Private Johnson mounted a brave retaliation, resulting in several enemy casualties. When his fellow soldier was badly wounded and being carried away by the enemy, Private Johnson exposed himself to grave danger by advancing from his position to engage the two enemy captors in hand-to-hand combat. Wielding only a knife and gravely wounded himself, Private Johnson continued fighting, defeating the two captors and rescuing the wounded soldier. Displaying great courage, he continued to hold back the larger enemy force until the defeated enemy retreated leaving behind a large cache of weapons and equipment and providing valuable intelligence. Without Private Johnson's quick actions and continued fighting, even in the face of almost certain death, the enemy might have succeeded in capturing prisoners and the outpost, without abandoning valuable intelligence. Private Johnson's extraordinary heroism and selflessness above and beyond the call of duty are in keeping with the highest traditions of the military service and reflect great credit upon himself, Company C, 369th Infantry Regiment, 93d Infantry Division and the United States Army.

ACCREDITED TO: Albany, Albany County, New York
AWARDED POSTHUMOUSLY: Yes
PRESENTATION DATE & DETAILS: June 2, 2015, Presented by President Barack Obama at the White House
BORN: July 15, 1892, Winston Salem, Forsyth County, NC, United States
DIED: July 1, 1929, New Lenox, IL, United States
BURIED: Arlington National Cemetery, Arlington, VA, United States
LOCATION OF MEDAL: War Room, New York State Capitol, Albany,

LESSON B14 WORKSHEET

Name_____ **Period** _____

READING NOTES ON CITATION

READING NOTES ON GRAPHIC NOVEL

VIDEO NOTES FROM MEDAL OF HONOR PRESENTATION	
Personal Background Facts	Evidence of Commitment
Evidence of Courage	Challenges faced by Henry Johnson

LESSON B15

Spirit of Courage by Land or by Sea

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Leadership, World War II

OBJECTIVES

Students will:

- Reflect upon the value courage and how individual decisions and actions demonstrate courage
- Evaluate the impact of courageous actions on the lives of others

Medal of Honor Focus: Ernest "Chief" Childers, U.S. Army, World War II, Van T. Barfoot, U.S. Army, World War II, Ernest "Chief" Evans, U.S. Navy, World War II

Teacher Preparation:

Note that in the Portrait of Valor for Ernest "Chief" Childers, his attire includes what appears to be a 90-degree swastika. In the context of numerous Native American tribes, this symbol is "Whirling Log," and similar to Sanskrit and Hindi, it long predates use by the NSDAP in Germany.

Introductory Activity:

Display the photo of the USS Johnston for students. Providing only the name of the ship and that it sunk during World War II, ask students to creatively describe what possibly could have happened to make the ship sink. Students may share their hypotheses with the class.

Whole Group Activity:

Explain to students that the United States Armed Forces segregated White, Black, and Asian service members during World War II, but that Native Americans were not segregated. Inform students that 25,000 Native Americans served during World War II, and that all three focus Recipients in this lesson have Native American ancestry.

Distribute the Portrait of Valor for Van Barfoot. As a class, read the document and address any questions the students may have. Watch the Living History video for Van Barfoot. Following the video, ask students to recall his acts of courage. Then, facilitate a class discussion based upon Barfoot's reflection upon receiving the Medal: "It means so much. It mostly means to me the recognition the troops in my unit gave me." Ask students to share what they think may have been the outcome that day if Van Barfoot did not choose to act as he did. Ensure that students understand the impact of courageous actions on others.

Small Group/Individual Activity:

Ask students, individually or in pairs, to select one if by land, Ernest "Chief" Childers (U.S. Army), or two if by sea, Ernest "Chief" Evans (U.S. Navy).

Distribute the citation sheet for Ernest Childers or the article on Ernest Evans, respective to student selection. Students will read about their Recipient's actions. Individually or with a partner, students will create a narrative of events had the Recipient not chosen to courageously act. Addressed to the Recipient, the narrative should begin, "Without you…" Ask students to include the Recipient, their comrades, and the overall outcome of the respective engagement.

LESSON B15

Allow students time to read, brainstorm, and create their narratives. As students work, circulate among them to answer their questions and guide their process.

After students have completed their work, ask for volunteers, or select students to share their narratives. Discuss how character plays a role in courageous actions, and how courageous actions affect others.

Concluding Activity:
Students will create a reflection on the impact of courage. Then ask students to think of the most courageous act they have achieved in their lifetime and to reflect upon how their actions impacted others either directly or indirectly.

Assessment:
Narratives, reflections, class participation

Resources:
Van Barfoot Living History Video and Portrait of Valor, Photo of USS Johnston, Ernest "Chief" Childers Portrait of Valor, Ernest "Chief" Evans article

Extended Activity:
Explore the role of Navajo code talkers in World War II. Apply the "without you" narrative concept to their incomparable contribution to the war effort.

The Battle of Leyte Gulf

The Battle of Leyte Gulf, which helped the Allies recapture the Philippines during World War II, is one of America's greatest naval triumphs, thanks in large part to Navy Cmdr. Ernest Evans. Evans, who led the battle's biggest engagement, went down with the USS Johnston; the ship's wreckage was recently found more than four miles below sea level.

Based on that discovery, we thought it appropriate to highlight Evans, a Medal of Honor Recipient who gave it all for the greater good.

Evans was born on Aug. 13, 1908, and lived with his sister and parents in Muskogee, Oklahoma. He was three-quarters Native American and grew up where tribes had been massacred by the Army just a generation before, so life wasn't easy. He experienced prejudices common to that era, which made his desire to serve his country after high school all the more impressive.

Evans initially wanted to be a Marine Corps officer, but he was denied entry to the Naval Academy due to a knee injury. Instead, he enlisted in the Navy. A year later, after winning a fleet competition, he earned the entrance he so desired into the U.S. Naval Academy. Nicknamed "Chief" due to his Native American heritage, Evans graduated in 1931.

Evans spent his first decade of service in San Diego, Pensacola and aboard seven ships. He was serving on his eighth in the East Indies when the Japanese attacked Pearl Harbor on Dec. 7, 1941, thrusting the U.S. into World War II.

Taking Command

Nearly two years later, he assumed command of the new destroyer USS Johnston. At the ship's commissioning in October 1943, Evans reportedly said to his crew, "This is going to be a fighting ship. I intend to go in harm's way, and anyone who doesn't want to go along had better get off right now."

No one did, and Evans meant what he said. He was known by his crew to be a role model and a rare leader who was calm, fair and gave his men the opportunity to fail so they could learn from it.

All of those lessons were needed on Oct. 25, 1944, during the Battle off Samar, the pivotal fight of the Battle of Leyte Gulf. That day, the USS Johnston and six other destroyers were on escort duty for a few small-deck escort carriers that were protecting Marines on the Leyte beachhead. As the destroyers sat off the coast, they saw the major units of the Japanese fleet on the horizon. The enormous contingent consisted of eight cruisers, about a dozen destroyers, and four battleships -- including the biggest one ever built, Yamato. The enemy fleet had supposedly been heading out of the area, but it changed direction overnight and surprised the smaller U.S. fleet.

Evans knew they had to defend the carriers and aircraft protecting U.S. Marines or retaking the Philippines would be impossible. He also likely knew what he was about to do was a suicide mission.

Regardless, Evans didn't wait for orders. He commanded the crew to begin a torpedo run. Followed by three other destroyers, the Johnson was the first to lay a smoke screen and open fire at the massive enemy fleet bearing down on them.

A Herculean Effort

The Johnston was able to draw fire away from the carriers, directly taking hits from three powerful 14-inch guns. Evans was undaunted by the damage and had his crew inflict its own. The Johnston shot off all 10 of its torpedoes and more than 200 rounds from its 5-inch gun, sinking a Japanese heavy cruiser. It also provided fire support for other ships in the group as they launched their torpedoes.

"His devotion to protecting the Marines fighting onshore went beyond providing them cover with the allotted amount of ammunition," said Sam Cox, a retired rear admiral and director of the Naval History and Heritage Command. "He often ordered his ship in so close to shore it was hit with small-arms fire. When Evans demanded more ammunition, he climbed into a wooden gig and motored over to the task group's flagship to request it in person."

Evans made sure the Johnston outshot and outmaneuvered the enemy by making repeated runs toward the Japanese fleet, despite being out of torpedoes and low on ammunition. When the ship lost engine power and communications with the steering area, he ran from the disabled bridge to the back of the ship and shouted through an open hatch to turn the rudder by hand.

After three hours of intense combat, the burning, shuddering Johnston could do no more. Surrounded by the enemy, a seriously injured Evans gave the order to abandon ship. The Johnston sank soon after, taking with it 186 members of the 327-man crew, Evans included.

In the end, three other American ships sank that day — escort carrier USS Gambier, destroyer USS Hoel and destroyer escort USS Samuel B. Roberts — taking a heavy toll on American lives. But the physical and psychological damage they inflicted won the day. The enemy fleet's commanders, who had lost two cruisers in the battle, thought they were fighting a much larger force than they were, so they turned back from the fight. Japan's maritime might was massively diminished that day, and it never regained strength.

Winning Comes at a Cost

Evans' orders, along with the actions of the crews of the other destroyers and escorts, gave the U.S. carriers much-needed time to protect Marines on the beachhead. This led to the eventual retaking of the Philippines more than two years after it fell to the Japanese.

Tales about the heroics of the ships and crews involved in the Battle of Leyte Gulf could be told for days. ("The Last Stand of the Tin Can Sailors" by James D. Hornfischer offers an in-depth account). But much of the credit went to Evans.

On Sept. 28, 1945, not long after World War II ended, the 17-year Navy veteran earned the Medal of Honor. It was presented to his wife, Margaret, in San Pedro, California, during a ceremony that his mother, sister and sons Jerry and Ernest Jr. also attended.

Evans was the first Native American to earn the Medal of Honor and one of only two World War II destroyer captains to attain it.

Evans was initially listed as missing in action before being declared dead. His name is inscribed on the Walls of the Missing at Manila American Cemetery in the Philippines with the names of 36,286 Pacific fighters who were never heard from again. According to the American Battle Monuments Commission, the cemetery contains 17,184 graves — the largest number of graves of U.S. military dead of World War II.

To honor Evans' life, the Navy named a destroyer escort commissioned in 1957 for him.

What's Lost Is Found

Evans' body was never recovered, but a recent discovery has brought his name back into the spotlight.

Earlier this month, explorers announced they had officially identified the wreckage of the USS Johnston, releasing new images that clearly show the ship's hull number, 557. The wreckage was first located on the edge of an undersea cliff in October 2019. Its bow was later located 21,180 feet deep.

At more than four miles below sea level, it's now considered the deepest shipwreck ever discovered.

The tech company that found and confirmed the wreck, led by retired naval officer Victor Vescovo, is working to provide the Navy with all the sonar data, images and field notes collected by the expedition.

Vescovo said he's proud to help bring clarity and closure to the Johnston, its crew and the families who were forever affected by the ship's loss.

Lange, Katie. "Medal of Honor Monday: Navy Cmdr. Ernest E. Evans." The Daily Defense News, 19 Apr. 2021, dailydefensenews.wordpress.com/2021/04/19/medal-of-honor-monday-navy-cmdrernest-e-evans/

NATIVE SON – NEAR OLIVERTO, ITALY, 1943

It was still pitch black on the morning of September 22, 1943, when Ernest Childers moved his platoon toward a dug-in enemy position near Oliverto, Italy. Crossing an asphalt road, he stumbled and fell into a shell crater, breaking a bone in his foot. Childers made his way back to an aid station. As dawn broke, he could see his men being raked by heavy fire from machine guns entrenched behind the wall of an old cemetery up on a rise.

Good God, they're killing all those Indian boys! he thought. He was a full-blooded Creek who had grown up on the prairie near Broken Arrow, Oklahoma, and had attended Chilocco Indian School, a government boarding school on the Oklahoma-Kansas border. Chilocco, which had students from all tribes, was the only Indian school in the country with a military cadet corps. Childers became a student officer of the corps, and after graduation went in to the Oklahoma National Guard. When the corps was mobilized in 1940, his classmates were formed into an all-Indian company and he was made first sergeant. He led them through North Africa and Sicily, where he was given a battlefield commission. Now these same soldiers, some of whom he had known since school days, were getting hit by enemy fire, and he felt he had to try to save them.

Collecting eight other unattached GIs, Childers moved toward the firing, looping around the hill so he could come up behind the German position. He ordered the men behind him to lay down a base fire as he crawled up the hill toward a cemetery where the Germans were hiding. As he approached a small building near the rise of the hill, a pair of snipers jumped out with their guns leveled at him. He quickly killed them both.

One of two Germans manning a machine-gun emplacement inside the cemetery walls saw him and turned the gun around to fire. As bullets sprayed dirt in his face, Childers shot them both, then moved toward a second machine-gun nest about thirty yards away. The two soldiers in it ducked down below the top of the foxhole. Frustrated, Childers picked up a baseball-size stone and lobbed it at them. Probably thinking it was a grenade, both jumped up. Childers killed one, and a GI behind him killed the other.

Childers continued up the hill to another house from which an enemy mortar observer was directing enemy fire. He got the gunner in his sights and pulled the trigger, only to find he was out of ammunition. He approached the house shouting "Surrender!" with such authority that the German came out and threw down his gun and helmet in a gesture of defeat.

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

ERNEST CHILDERS

Second Lieutenant, U.S. Army
45th Infantry Division

BORN:
February 1, 1918
Broken Arrow, Oklahoma

DIED:
March 17, 2005
Muskogee, Oklahoma

ENTERED SERVICE:
Tulsa, Oklahoma

BRANCH:
U.S. Army

DUTY:
WORLD WAR II

CONGRESSIONAL MEDAL of HONOR SOCIETY

Childers's foot was so badly broken that he was evacuated on a hospital ship bound for North Africa. After several weeks, he returned to his unit in Italy. He was wounded again, at Anzio, and sent to Naples to convalesce. On April 22, 1944, he was given a fresh uniform and escorted outside to an impromptu parade at a replacement center. Surrounded by the colors, he was told to face a large group of men standing at attention. The Lieutenant General Jacob Denvers appeared, read some words Childers didn't quite catch because of the poor acoustics, and put a medal around his neck. After the brief ceremony was over and everyone had started to disperse, Childers picked up the medal from his chest and tried to read the inscription upside down. "What is this?" he asked a sergeant who was watching him. "Why, that's the Medal of Honor, sir!" the man replied in an awestruck voice.

ERNEST CHILDERS

Second Lieutenant, U.S. Army
45th Infantry Division

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

CONGRESSIONAL MEDAL of HONOR SOCIETY

MINEFIELD WARRIOR – NEAR CARANO, ITALY, 1944

Later in his life, Van Barfoot would be hailed as one of the significant Native American heroes of World War II. His grandmother was a full-blooded Choctaw but his mother failed to enroll him with the government as a member of that tribe, so Barfoot grew up aware only that he had American Indian blood, not that he was an "official" Choctaw.

He enlisted in the Army in 1940, before the new selective service law authorizing the peacetime draft was passed by Congress, and he was assigned to the 1st Infantry Division. After his training, he participated in maneuvers in Louisiana and Puerto Rico. In December 1941, he was promoted to sergeant and assigned to the newly activated Headquarters Amphibious Force Atlantic Fleet at Quantico, Virginia. When the unit was inactivated in 1943, he was reassigned to the 157th Infantry.

Technical Sergeant Barfoot took part in the landings at Sicily in July 1943 and at Salerno two months later. In late January 1944, the 157th landed at Anzio and began moving inland rapidly. But counterattacking German reinforcements stopped the Allied advance, even forcing some withdrawals. By May, Barfoot's unit had been in a defensive position near the town of Carano for several weeks, during which time Barfoot conducted day and night patrols to probe the German lines, mentally mapping out the terrain and minefields in front of enemy positions.

Early on the morning of May 23, his company was ordered to attack. As the lead squads approached the German minefields, they came under heavy fire. Because he knew the lanes through the minefields so well, Barfoot asked for permission to head a squad. Moving through depressions in the terrain and shallow ditches, he advanced to within a few yards of an enemy machine gun on the right flank and destroyed it with a grenade. Then, following the German trench line, he moved to the next gun emplacement, where he killed two soldiers with his submachine gun and wounded and captured three others. When he approached the Germans manning a third gun, they surrendered. In all he captured seventeen of the enemy.

Later in the day, after he had consolidated the newly captured position. Barfoot, seeing three German tanks advancing in a counteroffensive, grabbed a bazooka and destroyed the track of the leading tank, causing the two other tanks to change direction. As the crew of the disabled tank jumped out, Barfoot killed three of them, then continued into enemy territory and destroyed a German fieldpiece with a demolition charge. He ended the day by helping two seriously wounded men from his squad walk nearly a mile to safety.

Not long after this action, Barfoot was promoted to lieutenant. Four months later, his unit was in France's Rhone valley when he was ordered to division headquarters and informed that he had been awarded the Medal of Honor. Given the choice of returning to the United States for the ceremony or receiving the medal in the field, Barfoot chose the latter so that his men could be present. Lieutenant General Alexander Patch awarded him the medal in Epinal, France, on September 28, 1944.

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

VAN T. BARFOOT

Technical Sergeant,
U.S. Army 157th Infantry,
45th Infantry Division

BORN:
June 15, 1919
Edinburg, Mississippi

DIED:
March 2, 2012

ENTERED SERVICE:
Carthage, Mississippi

BRANCH:
U.S. Army

DUTY:
WORLD WAR II

CONGRESSIONAL MEDAL of HONOR SOCIETY

"I felt personally that I was doing my job. A leader is supposed to protect, lead, and sacrifice himself if necessary."

- VAN BARFOOT

LESSON B16

Conquering Challenges with Integrity

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Leadership, World War II

OBJECTIVES

Students will:

- evaluate the challenges of conquering personal as well as societal obstacles with integrity
- understand the role of segregated Black Soldiers during World War II

Medal of Honor Focus: Vernon J. Baker, U.S. Army, World War II

Teacher Preparation:

This lesson includes sensitive topics including discrimination, segregation, and prejudice. Please review courtesy, respect, and civil discourse with students concerning this topic. Students may react sensitively while discussing some obstacles during the lesson.

Introductory Activity:

Display the following quotes for students:

"Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not." — Oprah Winfrey

"Integrity is telling myself the truth. And honesty is telling the truth to other people." — Spencer Johnson

Ask students to create or recall an example of integrity in their lives based upon these quotes or their experiences.

Whole Group Activity:

Distribute the Portrait of Valor for Vernon J. Baker to the class. Individually or as a class, read the document and practice active note-taking. Facilitate a discussion on any questions students may have about what they read.

Distribute the Conquering Challenges worksheet to students. As they watch the Living History for Vernon J. Baker, ask students to take notes to use later as they answer the questions.

Individual Activity:

Students will use notes from Vernon Baker's Living History and Portrait of Valor document to complete the Conquering Challenges worksheet.

LESSON B16

Concluding Activity:
Ask students to share their responses and evidence from the Conquering Challenges worksheet. In a final reflection, ask students to readdress the quotes from the introductory activity. Based on their interaction with Vernon J. Baker's story, ask students to reflect on how his repeated actions demonstrate integrity.

Assessment:
Worksheet, participation, reflection

Resources:
Vernon J. Baker Living History Video and Portrait of Valor, worksheet

LEADING FROM THE FRONT – NEAR VIAREGGIO, ITALY, 1945

In need of a job and wanting to serve his country, Vernon Baker enlisted in the Army in June 1941. He was assigned to the segregated 270th Regiment of the 92nd Infantry Division; it was the first black unit to go into combat in World War II, although not until late in the fighting and then under the command primarily of white officers. In June 1944, the 370th landed at Naples and fought its way north into central Italy.

One evening in the fall, Baker, on night patrol, ran into a German sentry. In the duel that followed, Baker killed the German but was wounded so badly himself that he had to be hospitalized for two months. In the spring of 1945, Lt. Baker -- the only black officer in his company-- was in command of a weapons platoon made up of two light-machine-gun squads and two mortar squads. His unit was near Viareggio on April 5 when it was ordered to launch a dawn assault against Castle Aghinolfi, a mountain stronghold occupied by the Germans. Moving ahead of the other platoons, Baker and his men had reached a shallow ravine about 250 yards below the castle at about 10:00 a.m. when they encountered heavy fire. As they took cover, Baker spotted a pair of cylindrical objects pointed up out of a mound in the hill above him. At first he thought they were flash suppressors for machine guns, but as he slithered closer, he realized they were observation scopes. He stuck his rifle into the slit of the observation post and emptied the clip, killing the two Germans who had been directing fire from the castle.

Moving forward, Baker stumbled on a well-camouflaged machinegun nest and shot and killed the two soldiers manning it. The next moment, as Company C's commanding officer joined Baker, a German soldier appeared in the ravine and tossed a potato masher grenade, which came to rest at their feet. Luckily, it turned out to be a dud, and Baker shot the German as he tried to run. Spying a dugout quarried into the hillside, he blasted open the fortified entrance with a grenade, shot one enemy sniper who emerged after the explosion, then entered the dugout and killed two more.

By afternoon, German fire began to inflict heavy casualties on Baker's platoon. His captain ordered a withdrawal and left with his radioman as Baker covered their retreat. Then Baker and his men -- the six remaining of the 25 he had led into battle earlier -- began to make their way back down to the American lines. They ran into two more German machine-gun positions that had been bypassed during the assault. Baker used hand grenades to destroy them.

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

VERNON BAKER

First Lieutenant, U.S. Army, 370th Regiment, 92nd Infantry Division

BORN:
December 17, 1919
Cheyenne, Wyoming

DIED:
JULY 13, 2010
St. Maries, Idado

ENTERED SERVICE:
Cheyenne, Wyoming

BRANCH:
U.S. Army

DUTY:
World War II

CONGRESSIONAL MEDAL of HONOR SOCIETY

The next day, Baker volunteered to lead a battalion assault on Castle Aghinolfi. On the way up the hill, he saw bodies of the 19 men he had lost the day before, all of them barefoot because the Germans had taken their shoes and socks during the chilly night. Picking their way through minefields and heavy fire, the Americans finally routed the Germans and secured the position at the top of the mountain.

Vernon Baker was awarded the Distinguished Service Cross in July 1945, and remained in the military until 1968. In March 1996, more than 50 years after the assault on Castle Aghinolfi, he received a telephone call from a man working on a federal grant to reevaluate heroism of blacks in World War II. Extensively interviewed about the events of April 5 and April 6, 1945, he then learned that he was to be awarded the Medal of Honor. When President Bill Clinton presented him with the medal on January 13, 1997, Vernon Baker became the only living black serviceman from World War II to receive this honor.

VERNON BAKER

First Lieutenant, U.S. Army, 370th Regiment, 92nd Infantry Division

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

CONGRESSIONAL MEDAL of HONOR SOCIETY

Name_____ **Period** _____

Conquering Challenges Questions

Cite evidence from the Living History video and the Portrait of Valor of Vernon J. Baker to answer the questions.

1. Vernon J. Baker stated that "…being young and not very happy" could lead him into trouble and that he needed a job. How did Vernon J. Baker respond to this challenge?

2. During his initial visit to an Army recruiting station, Vernon J. Baker experienced discrimination from the recruiting Sergeant. Briefly describe how Vernon J. Baker may have felt after this experience, and how he ultimately responded.

3. During the initial mission to capture Aghinolfi Castle, a German-fortified mountain, in Italy in April 1945, Vernon Baker's unit was "deprived of command" as Captain Runyon left for reinforcements. Describe how Vernon Baker responded with integrity to this challenge.

4. Although facing heavy resistance, Vernon J. Baker volunteered to lead another assault to capture Aghinolfi Castle. Citing evidence, explain why you think Vernon J. Baker would volunteer for this dangerous mission.

5. Although Vernon J. Baker received the Distinguished Service Cross, he nor any other Black Service Members were awarded the Medal of Honor during or immediately following World War II. Why would the Pentagon reassess and recommend the Medal of Honor so many years after service?

LESSON B17

The Fight for the Beach: Acts of Courage on D-Day

LESSON TIME

2

CLASS SESSIONS

Suggested Application: Social Studies, Leadership, Guidance, Language Arts, World War II, D-Day

OBJECTIVES

Students will:

- identify the resources and dispositions necessary to accept and successfully face challenges they encounter
- demonstrate how one's character provides the basis for decision-making in utilizing secondary resources to succeed in overcoming seemingly insurmountable obstacles

Medal of Honor Focus: Jimmie W. Monteith, Jr., U.S. Army, World War II (Europe); John J. Pinder, Jr., U.S. Army, World War II (Europe); Carlton W. Barrett, U.S. Army, World War II (Europe)

Teacher Preparation:

D-Day (Operation Overlord) was the largest combined military operation in U.S. history, involving numerous Allied Forces. In this two-day lesson, students will learn about this important operation. Day one of the lesson focuses on logistics, especially the physical and technological tools soldiers, seamen, and airmen needed to complete the invasion. Day two focuses on the character traits and values that the three Recipients possessed which led them to perform actions above and beyond the call of duty.

DAY ONE

Introductory Activity:

Ask students to think of something that they have created or built. It can be something at home or a project for class. Have students list the physical tools and supplies they needed to create their project. Once students have their list, ask them to trade papers with a partner. Partners should randomly select two items from the list to cross off, then return the paper. Ask students to analyze their lists to see if they could complete the project without the removed items or materials. After giving students time to think about their new approach, ask a few students to share their initial project and the challenge created by the crossed-off items.

Introduce D-Day to students. Explain that no matter how much the Allied Forces planned, they faced fierce resistance from an entrenched German force. Inform them that the lesson today will be focused on the tools necessary for a successful operation.

Whole Group Activity:

Write the names Jimmie W. Monteith, Jr., John J. Pinder, Jr., and Carlton W. Barrett on the board. Have the students write the names on a sheet of paper. Then explain that the class will be watching a video featuring these three Medal of Honor Recipients. As students watch the video, have them note every physical (tangible) tool that the Recipients needed to complete their missions. This list can include personal items and/or items for their respective units.

Show the video "D-Day: The Medal of Honor on Omaha Beach".

Small Group Activity:
Following the video, assign students to groups of three or allow them to work with partners. Ask students to compare their lists and add items where they feel necessary. Groups should then examine which tools all three Recipients needed, and which ones were unique to each Recipient. After the groups have completed their lists, ask them to share what they listed for each category. Complete a full-class list based upon group responses.

Concluding Activity:
Ask students to reflect on the following: D-Day was the largest amphibious military operation in history. Planning, training, resources, coordination, and individual actions were necessary for victory. Based upon what you have learned today, reflect on what physical tools each individual soldier, seaman, and airman needed to make decisions in the face of massive and deadly obstacles. Write down your thoughts about the importance of being prepared and the part preparation played in troops' willingness to forge into danger to accomplish the mission of D-Day (Operation Overlord).

DAY TWO
Introductory Activity:
Lead a brief discussion of student experiences from day one. Ask students to recall some of the tools that they needed to create the projects that they described during the lesson. Have students list the non-physical tools that they needed to complete the projects. Lead a brief discussion about the intangible tools necessary to accomplish a mission. Draw connections to the six core values.

Whole Group Activity:
Have students write the names of the three Recipients (Jimmie W. Monteith, Jr., John J. Pinder, Jr., and Carlton W. Barrett) at the top of a new sheet of paper.

Show "D-Day: The Medal of Honor on Omaha Beach" a second time, this time asking students to focus their responses solely on character traits or values the Recipients demonstrated in each of their actions. They will then select one of the six core values that they believe each Recipient most exhibited during their action.

(If you feel that your students can recall enough details from the first viewing, or if you choose complete all of these activities in one class period, skip the second viewing of the video.)

Individual Activity:
Following the video, have students reflect on each Recipient's action and write their selected core value for each along with reasoning for their selection.

Whole Group Activity
After students have completed their reflection, lead a class discussion to allow students to share their thoughts. Make note that each Recipient most likely displayed most or all of the values in their action, and note that there is no one correct interpretation.

Concluding Activity:

Ask students to respond in a written reflection to the following prompt on a separate page:

About his D-Day actions Recipient Carlton Barrett stated, "I don't think I deserve any more credit than anyone else who was on the beach on D-Day. I acted instinctively; I didn't think things out because there wasn't time. I did what I'd been taught to do. The infantry is a team, you know, and I was just doing my job as a member of the team." Based upon what you have learned in this lesson, why do you think Barrett made this statement?

Assessment:

Lists, class discussions, reflections

Resources:

"D-Day: The Medal of Honor on Omaha Beach" video

Extended Activities:

- Create a large-scale map of the Normandy coast and trace the movements of the U.S. Military's invasion. Research the actions of the units involved in the landing during the days following D-Day.
- Utilize the National WWII Museum and CMOHS websites to conduct further research on Medal of Honor Recipients whose actions were on D-Day. Select one Recipient and write a research paper detailing his experience during the war in general and during the invasion specifically.

"Put more into life than you expect to get out of it."

- EUGENE FLUCKEY

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.

LESSON B18

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.

LESSON B18 WORKSHEET

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

_____

_____

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?

SACRIFICE AND COMMITMENT

LESSONS

QUOTES ABOUT SACRIFICE & COMMITMENT

"There is no greater honor than the opportunity to serve and help preserve our freedom – it's the essence of humanity."
– JAMES E. LIVINGSTON, MARINE CORPS-VIETNAM WAR

"Millions have served in the military and made sacrifices, and most have gone unrecognized."
– GEORGE E. WAHLEN, NAVY-WORLD WAR II

"Think about the past and consider the sacrifices men and women in the military have made for us."
– GARY G. WETZEL, ARMY-VIETNAM WAR

"Your faith in God and your commitment to friends and loved ones will always guide you to take the right action."
– ALEJANDRA R. RUIZ, ARMY-WORLD WAR II

"When something needs to be done, push ahead and overcome all obstacles – there is always a way."
– JAY ZEAMER, JR., ARMY-WORLD WAR II

"Without discipline, there can be no success in any endeavor."
– ARTHUR J. JACKSON, MARINE CORPS-WORLD WAR II

"We didn't break faith with those who died."
– EDWARD R. SCHOWALTER, ARMY-KOREAN WAR

"If I am a slave, and you're free, will you fight for my liberty?"
– LEWIS L. MILLETT, ARMY-KOREAN WAR

LESSON C1

The Sacrifices We Make

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Social Studies, Language Arts, World War II

OBJECTIVES

Students will:

• discuss examples of sacrifice in relationship to community

Medal of Honor Focus: John Hawk, U.S. Army, World War II (Europe)

Introductory Activity:

Display John Hawk's words on the board: "The worst thing that can happen to a human being is to have to take the life of another human being." Lead students in a discussion about the quotation and its possible meaning.

Whole Group Activity:

Write the word "sacrifice" on the board. Have students brainstorm ideas about sacrifice. Develop a definition of the term as a group.

Small Group/Individual Activity:

Have students write a minimum of five lines about a sacrifice that they have witnessed. Students should then pair up and share their writing. Have volunteers read their responses to the group.

Whole Group Activity:

Show John Hawk's Living History video.

Concluding Activity:

Have students write a response to the following questions/prompts:

• How does Hawk's story demonstrate sacrifice for his unit and his country?
• How does his action affect the community at home and his comrades?
• Discuss community and how acts of sacrifice affect a community.
• Discuss the quotation used in the beginning of the class and its meaning now that the video has been viewed.

Assessment:

Answers to video questions, examples of sacrifice

Resources:

John Hawk Living History video

Extended Activity:

Visit local graves of service members or a Medal of Honor Recipient, if there is one in your area, and place flowers or a wreath. Research the service members.

"We all have obstacles in life.... It's not about how many times you get knocked down but how fast you get back up and do something about it."

- MICHAEL THORNTON

LESSON C2

The "Burden" of Leadership

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, Leadership, Vietnam War

OBJECTIVES

Students will:

- explain and identify character traits and leadership styles that are effective in leading groups and/or individuals in various situations and experiences in life

Medal of Honor Focus: Paul Bucha, U.S. Army, Vietnam War and Jay Vargas, U.S. Marine Corps, Vietnam War

Introductory Activity:

Ask students to spend three to five minutes writing about someone who they look up to and think is a strong leader. This could be anyone they know personally or anywhere in life. Have students discuss with the person next to them, and then ask for a few responses to be shared with the class.

Small Group Activity:

- Hand out worksheet and ask the students to read over the first section, questions 1-3, and be prepared to locate certain information as they watch the video on Paul Bucha.
- Have students answer questions 1-3, and assist if students need help recalling or clarifying video segments or information.
- Have students break into small groups and discuss what they wrote and why. Call on select groups to share out.
- Ask students to read over questions 4-6 and be prepared to locate or jot down certain information. Watch video on Jay Vargas.
- Have students answer questions 4-6, and assist if students need help recalling or clarifying video segments or information.
- Have students discuss in their small groups what they wrote and why. Call on select groups to share out.

Whole Group Activity:

Move to page two of the worksheet. Explain the Venn diagram and ensure that students are aware of directions. Instruct students to complete the worksheet, working in pairs if necessary.

Asks students to come forward and fill out Venn diagram drawn on the board and lead discussion as students do. Class can debate or clarify as needed.

Concluding Activity:

Have students reflect on their own lives and answer the last question about leadership and what situations they may have been in and what was good or bad about that experience.

Assessment:

Worksheets

Resources:

Jay Vargas and Paul Bucha Living History videos, worksheets

Name_____ **Period** _____

The "Burden" of Leadership - Activity 1

Directions: Watch the videos of Medal of Honor Recipients Paul Bucha and Jay Vargas. At the conclusion of each video answer the questions below by section. Then, be prepared to share what you wrote with a group or the class.

Captain Paul Bucha – U.S. Army, Vietnam War

Analyze the quotes:

1. "If you had your choice of company commanders you wouldn't pick me, but if I had my choice of soldiers I'd pick you." What do you think Captain Bucha meant by that, and what did that show as a leader?

_____

_____

_____

2. "As a young army officer you have the opportunity, the burden, and the privilege to look a young man in the eye and ask him to go do something, and they know what you're asking them means in all likelihood they are not coming back." Explain what Bucha means and what it teaches you about leadership.

_____

_____

_____

3. What did Bucha ask his men to do and he would bring them all home? _____

How important is trust in any relationship of family, leadership, teamwork?

_____

_____

Colonel Jay Vargas – U.S. Marines Corps, Vietnam War

4. Colonel Vargas at one point during the battle called artillery in on his own position, knowingly putting himself in the line of fire. As a leader what did that show his men and what character traits does that exemplify in your mind?

_____

_____

_____

5. Toward the end of the video, Vargas mentions his Three Golden Rules. Finish each quote below; then slightly modify each to make it work for you today as if you were a leader in school, sports, family, church, or other assignments and activities. You may decide you do not need to change the quote at all. If so write: No Change

A: "Always set
Modify:
B. "Always take
Modify:
C: "Never ask a Marine
Modify:

6. Which of the three seems the most difficult and why?

_____

_____

Name_____ **Period** _____

The "Burden" of Leadership - Activity 2

PERSONAL ANALYSIS

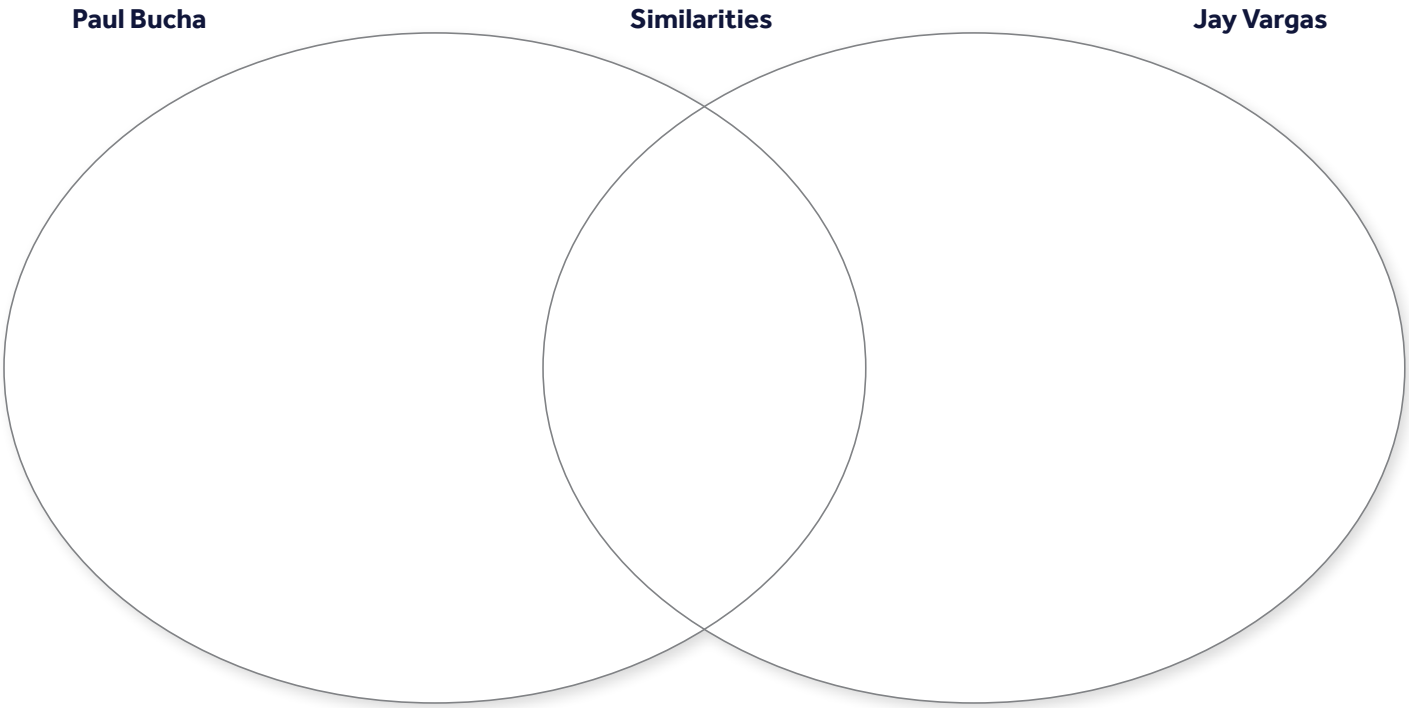
Directions: Fill out the Venn diagram about Paul Bucha and Jay Vargas. In each of the three areas complete the requested information. Once you have completed the diagram, answer the prompt below. Remember to be detailed and honest in your answers.

Differences:

- Write one character trait that each man displayed that may have been different from the other, basing it only on the action you saw in the video.
- Write two situations where the Recipient showed leadership different from the other.
- Write one lesson you learned from each of the Recipients based on his actions.

Similarities:

- Write one to two character traits of the six core values that both men demonstrated.
- Write two bullet points about common leadership styles of both men.
- Write two similarities about the type of conflict they were in.



Describe a time in your life when you were either being led by someone or you were leading a group through a difficult challenge, task, crisis, event, or experience. Detail what went well or poorly and how your leadership or the leadership of another was excellent or lacking and why.

_____

_____

_____

"I never thought I was the best at anything. I simply thought I had to work hard."

- GORDON ROBERTS

LESSON C3

What Can I Do?

LESSON TIME

1

CLASS SESSION

Suggested Application: Leadership

OBJECTIVES

Students will:

- explain what role they play in and how they can be part of a positive society through service, sacrifice and commitment

Citizen Honors Focus: Myles Eckert

Introductory Activity:

List the examples below on the board and then have students determine the earliest age at which they think the average person would be able to complete the following tasks:

Examples: Not limited to…

Earn a bachelor's degree:

Earn a high school diploma:

Climb Mt. Everest:

Raise $2,000,000 for charity:

Change brakes on a car:

Write a novel:

Individual Activity:

Hand out the worksheet on Myles Eckert and ask students to complete questions 1 and 2. Ask for volunteers to share what they wrote.

Whole Group Activity:

Show the video on Myles Eckert. Following the video, discuss thoughts and impressions as a class. Then ask each student to write on the board one or two traits that Myles exhibited.

Small Group/Individual Activity:

Have students answer questions 3 and 4 on the worksheet. If the class does not have access to the Internet, students can discuss with the teacher various groups or clubs they know or have heard of.

Concluding Activity:

Have students answer question 5, then invite students to share what they wrote and what they can do at their age to better their society.

Assessment:

Worksheet

Resources:

Myles Eckert video, worksheet

Extended Activity:

Invite leaders of various school groups or clubs, or leaders of local community groups or non-profits, to come and share with your class.

LESSON C3 WORKSHEET

Name_____ **Period** _____

Before Watching Video:

1. Describe a time in your life when you remember helping out an individual or group. Who or what was it and how did you help?

_____

_____

_____

2. Describe a time when a stranger or someone you knew helped out you or your family. What did they have to give up to do that?

_____

_____

_____

After Watching Video:

3. What is a Gold Star Kid?

_____

_____

4. Using the internet to research two organizations that youth (Ages 6-17) are a part of that are meant to help or provide service/aid to communities, groups, or individuals. Describe their missions and memberships in the organizer below. Be prepared to share!

Organization: **Mission:** **Membership:**	**SERVICE BEFORE SELF**	**Organization:** **Mission:** **Membership:**

5. Challenge Question: What can you do right now, in the short term, that will have a positive effect on your community or individuals in need? Describe why would you choose that action and what the first step would be.

_____

_____

_____

_____

_____

_____

LESSON C4

Feature Writing

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Social Studies, Language Arts, World War II

OBJECTIVES

Students will:

- understand the meaning and importance of perseverance
- use and evaluate different sources

Medal of Honor Focus: Desmond T. Doss, U.S. Army, World War II (Pacific)

Introductory Activity:

Prompt students to think about a time when they had to show perseverance in the face of a challenging situation. Students will write a brief description of this circumstance and then share with partners or in small groups. Ask for volunteers to share their examples with the class.

Small Group/Individual Activity:

Have students read Desmond Doss's Portrait of Valor and watch his Living History video. Students should then complete the worksheet on which they will identify examples of loyalty, perseverance, self-sacrifice, and another trait that they identify within his story. They will also write about how looking at both written and video sources helped to develop their understanding of his personal character.

Whole Group Activity:

Have students share their findings, taking note of the examples that are being shared. Students should also share their thoughts on valuable facts that both sources provided and the importance of using more than one source to form a well-rounded understanding of topics.

Concluding Activity:

Assign students to write a journal entry on the role perseverance plays in being a successful individual. Instruct them to rate themselves on their current level of perseverance in their daily lives and will identify one area in which they would like to improve.

Assessment:

Class participation, worksheet, journal entry

Resources:

Desmond Doss Living History video and Portrait of Valor, worksheet

Extended Activities:

Write a poem about Desmond Doss.

Write a Reader's Theater piece that could be performed about Desmond Doss.

Name _____ Period _____

LOYALTY	PERSERVERANCE	SELF-SACRIFICE	WHAT OTHER CHARACTER TRAIT DO YOU IDENTIFY IN DESMOND DOSS?
Examples:	**Examples:**	**Examples:**	**Examples:**

Describe the most valuable fact you learned from the Portrait of Valor.	Describe the most valuable fact you learned from the Living History.	How did using both the written and video sources help you to better understand his personal character?

HEALING SEVEN DAYS A WEEK – OKINAWA, JAPAN, 1945

Desmond Doss quit school after the eighth grade in the middle of the Depression to help support his family. He was working in the shipyards in Newport News, Virginia, when he was drafted into the Army in April 1942. He wanted to serve his country, but as a devout Seventh Day Adventist, he chose not to bear arms, so he joined the Army's Medical Corps. In basic training, the other recruits considered him strange because of his deep religious convictions—so much so that they threatened and harassed him and tried to get him transferred out of the unit. Doss successfully fought efforts to discharge him.

Private Doss served as a medic with the 77th Division in campaigns on Guam and Leyte in 1944, where the lingering suspicions the other men had about him were dispelled by his bravery under fire. On Okinawa, in the late spring of 1945, his battalion was assaulting a jagged escarpment rising four hundred feet whose summit was commanded by well-entrenched Japanese forces. It was a battle that began on April 29 when the American took the position and continued on for nearly three weeks as the Japanese fought back from caves and tunnels. At one point, he treated four men who had been cut down while assaulting a strongly defended cave. Only a few yards away from Japanese guns, he dressed each of their wounds and made four trips to drag them to safety.

On May 5, a Saturday and Doss's Sabbath, he was the only medic available as the ongoing assault on the escarpment met heavy resistance. Telling himself that Christ had healed seven days a week, he advanced with the rest of the men. They seemed on the verge of finally taking the position when the enemy concentrated massive artillery, mortar, and machine-gun fire on them, driving most of them back down the face of the escarpment and leaving dozens of casualties behind.

Doss alone stayed with the fallen soldiers. Under constant fire, he tended the wounded, then dragged them to the edge of the escarpment and lowered them down in a rope sling. Each time he got one of them to safety, he prayed, "Dear God, let me get just one more man." By nightfall, he had rescued seventy-five GIs.

Several days later, after American forces were advancing slowly against strong resistance, Doss was seriously wounded in the leg by a grenade. He treated himself, then waited five hours to be rescued. As he was being carried back to an aid station on a stretcher, the enemy counterattacked. Along the way, Doss insisted on giving his stretcher to a badly injured GI.

Another soldier who was slightly wounded came along and suggested to Doss that the two of them try to reach the aid station together. As they were making their way, a sniper's bullet struck Doss in the arm, entering at his wrist and traveling to his upper arm. He improvised a splint out of a rifle stock, and he and the other wounded man eventually made it to the aid station.

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

DESMOND DOSS

Private First Class, U.S. Army Medical Detachment, 307th Infantry, 77th Infantry Division

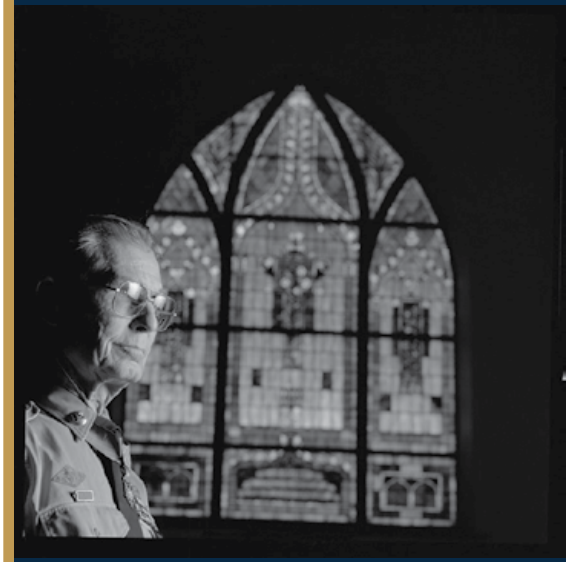
BORN:
February 1, 1919
Lynchburg, Virginia

ENTERED SERVICE:
Lynchburg, Virginia

BRANCH:
U.S. Army

DUTY:
World War II

DIED:
March 20, 2006



CONGRESSIONAL MEDAL of HONOR SOCIETY

In the meantime, the litter bearers had returned for Doss. When they couldn't find him, they assumed he was dead. The news made the front page of his hometown paper in Lynchburg, Virginia. Doss, now at a field hospital, had a nurse help him write a letter to his mother to let her know that reports of his death had been greatly exaggerated.

The bullet in Doss's arm was removed at the Woodrow Wilson Hospital in Waynesboro, Virginia. After the operation, he was told he was being taken to Washington, D.C., in the company commander's car to receive the Medal of Honor. President Harry Truman placed it around his neck on October 12, 1945.

DESMOND DOSS

Private First Class, U.S. Army Medical Detachment, 307th Infantry, 77th Infantry Division

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

CONGRESSIONAL MEDAL of HONOR SOCIETY

LESSON C5

Visualizing History

LESSON TIME

2

CLASS SESSIONS

Suggested Application: Social Studies, Language Arts

OBJECTIVES

Students will:

- define visualization, cite examples, and explain how visualization helps with understanding
- define sacrifice and commitment in relation to the Medal of Honor criteria
- create a storyboard that exemplifies the sacrifice and commitment that resulted in the Recipient's citation

Medal of Honor Focus: Tibor Rubin, U.S. Army, Korean War; Patrick Brady, U.S. Army, Vietnam War; James Fleming, U.S. Air Force, Vietnam War; or Leroy Petry, U.S. Army, War on Terrorism (Afghanistan)

Introductory Activity:

Read any poem with stirring visual images (e.g. "Ballad of Birmingham" written by Dudley Randall) and ask the students to imagine what is happening in the poem.

Whole Group Activity:

Lead the students to understand how imagination/visualization helps reading comprehension. Ask students to imagine what their mother's face looks like when she tells them no or what they may or may not do. Tell students this is visualization then provide them with the poem and a copy of the double entry journal worksheet.

As you read the poem aloud for the second time, have the students follow along and record responses in the template. If using the "Ballad of Birmingham," ask students to describe what they think the streets of Birmingham looked like during the Freedom March that day in 1963. Prompt students to visualize the inside of a church. Visualize an explosion.

Small Group/Individual Activity:

Show the video about the chosen focus Recipient and a second copy of the double entry journal worksheet. The students will use the worksheet to record key actions and events and then sketch a picture of the event.

Whole Group Activity:

Guide the class in a discussion about what stood out in the video. After reflecting on what stands out in their worksheet entries students will choose an event in the Recipient's video to graphically represent for a poster presentation.

Concluding Activity:

Have students present their posters and explain the reason for their choice.

Assessment:

Double-entry journal worksheet, poster

Resources:

Selected Recipient Living History video, poem, worksheet

LESSON C5 WORKSHEET

Name_____ **Period** _____

DOUBLE-ENTRY JOURNAL

Directions

Step 1: While listening and reviewing, record key actions and/or events from the poem or video that you need to remember. Place this information in the left column.

Step 2: In the right column, sketch a picture of what this action or event makes you think of.

Name of Recipient _____

Event/Action	Visualization

LESSON C6

Exploration of Commitment

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Language Arts, Korean War

OBJECTIVES

Students will:

- reflect on different experiences that demonstrate commitment
- define and describe the word commitment
- recognize commitment in different communities

Medal of Honor Focus: Reginald Myers, U.S. Marine Corps, Korean War

Introductory Activity:

Ask students to write five to seven lines about the following prompt: "Describe a commitment you made or witnessed someone make. Did you or that person keep the commitment?"

Have students discuss with a partner and then regroup to share responses.

Whole Group Activity:

Write the word "commitment" on the board. Have students brainstorm information or ideas about commitment. Write a definition based on the group discussion.

Small Group/Individual Activity:

View the video about Reginald Myers and have students identify facts relating to commitment.

Whole Group Activity:

Discuss examples of commitment from the video. Discuss the community of service members and how these examples of commitment affected them.

Concluding Activity:

Have students write an essay based on one of the following prompts:

Option 1 Describe what you believe the following quotation means to Reginald Myers, then what it means to you.

"Freedom is not free, freedom is something you have to earn." - Reginald Myers

Option 2 Evaluate how the video about Reginald Myers demonstrates the value of commitment.

Option 3 Reflect on the commitment you wrote about at the start of class. How were others affected by the commitment, whether or not it was kept? What did you learn from the outcomes?

Assessment:

Discussion, essay

Resources:

Reginald Myers Living History video

"If you fail, in anything, don't give up. Just pick yourself back up, learn from it, and move on."

- JAY VARGAS

LESSON C7

Overcoming Obstacles

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts

OBJECTIVES

Students will:

- analyze how events develop and interact over the course of a text
- evaluate a speaker's point of view and reasoning
- identify alternative solutions to a problem

Medal of Honor Focus: Clarence Sasser, U.S. Army, Vietnam War. Any Medal of Honor Recipient or Citizen Honors awardee may be used.

Introductory Activity:

Write the following on the board: "Describe a time in your life when you overcame a difficult circumstance and how you did so." Hand out the worksheet and have students write five to seven lines to answer the question, share their response with a partner and then discuss their responses as a class.

Whole Group Activity:

Explain to the class that as they watch this video, they should fill out the first column with obstacles that the person in the video had to overcome and the second column with evidence of how he or she overcame or attempted to overcome those obstacles. Students should be able to identify at least three obstacles and how the individual overcame them. Show the video of the chosen Recipient or Citizen Honors awardee.

Small Group/Individual Activity:

At the conclusion of the video, put students in groups of two to four to share their double responses and lead a discussion about what stood out to them.

Concluding Activity:

Have students complete the 3-2-1 reflection worksheet, describing three things that stood out, two questions they still have, and one connection or application they made to own their life.

Assessment:

Class discussion, worksheet, reflection

Resources:

Chosen Medal of Honor Recipient or Citizen Honors awardee video, worksheets

Name_____ **Period** _____

Overcoming Obstacles

Describe a time in your life when you overcame a difficult circumstance and how you did so.

_____

_____

_____

_____

Focus MOH Recipient/CH awardee: _____

OBSTACLE	DESCRIBE HOW HE/SHE OVERCAME EACH OBSTACLE

Name_____ **Period** _____

3-2-1 Reflection Worksheet

Reflect on the person who you learned about today and complete the activities below.

DESCRIBE THREE THINGS THAT STOOD OUT TO YOU FROM THIS VIDEO.		

DEVELOP TWO QUESTIONS THAT YOU STILL HAVE AFTER WATCHING THE VIDEO.	

EXPLAIN ONE WAY THAT YOU HAVE MADE A PERSONAL CONNECTION TO THIS STORY OR TO THE OBSTACLES THE INDIVIDUAL HAD TO OVERCOME.

"The hardest part about the Medal of Honor is wearing it. It's an honor to do so because I know what it means . . . I hope that by wearing the Medal, I'm able to honor their [the soldiers who died] sacrifice."

- KYLE WHITE

LESSON C8

Individual Leadership

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, World War II

OBJECTIVES

Students will:

- define leadership
- identify leadership traits

Medal of Honor Focus: Hershel Williams, U.S. Marine Corps, World War II (Pacific)
Citizen Honors Focus: David Bryan

Introductory Activity:
Have students answer the following journal prompt: "What is leadership? List people who show leadership and explain why and how they demonstrated this trait."

Whole Group Activity:
Lead a whole class discussion based on journal responses then show the videos about Hershel Williams and David Bryan.

Small Group/Individual Activity:
Individually or in small groups, have students analyze the behavior of Hershel Williams and David Bryan and describe the leadership traits they showed.

Whole Group Activity:
As a class, compare and contrast the leadership traits discussed in their journal entry to those shown by Hershel Williams and David Bryan. Ask students to identify common traits between those who serve in the military and civilians.

Concluding Activity:
Have students list three leadership traits they feel they have or would like to have in the future and write an essay explaining why these traits are important to their future success.

Assessment:
Discussion, essay

Resources:
David Bryan video, Hershel Williams Living History video

Extended Activities:
Have students read news articles to identify people who display leadership traits. Students should select an individual to research further and prepare a brief report on their findings.

Discuss with students the role of commitment and sacrifice in leadership.

"It was my job. I don't think what I did was above and beyond. I never have."

- CLARENCE SASSER

LESSON C9

Sacrifice Forward

LESSON TIME

1

CLASS SESSION

Suggested Application: Language Arts, Social Studies

OBJECTIVES

Students will:
- define sacrifice
- identify how one sacrifice can have a ripple effect on others

Citizen Honors Focus: Dr. Jordy Cox

Introductory Activity:
Ask students the following questions:

"What happens when you drop a pebble in a pond of water? What happens when you shout into a cave or empty room?"

Ask students to explain their responses. Lead a discussion focused on these questions and answers. The pebble dropped into the water causes ripples and the shout into the cave echoes. In the same way, one sacrifice can have a ripple effect on others.

Whole Group Activity:
Show students the video featuring Dr. Jordy Cox. While watching the video, students should record the examples of sacrifice they observe.

Small Group Activity:
After the video is completed, have students discuss their responses in pairs or small groups.

Whole Group Activity:
Lead a class discussion focused on the types of sacrifice in the video, including sacrifice not directly shown in the video (donations of food/clothing, blood drives, co-workers willing to take on extra work while Dr. Cox volunteers, etc.).

Individual Activity:
Have students write an essay to explain the ripple effect discussed in the introductory activity and how they observed that effect in the video. Students should include how Dr. Jordy Cox's actions exemplified sacrifice and why he was chosen for the Citizen Honors award.

Concluding Activity:
Have students list ways that they could sacrifice forward and be a part of a ripple effect that helps others.

Assessment:
Essay, list

LESSON C9

Resources:
Jordy Cox video

Extended Activities:
Have students select a community or school service group and volunteer their time and effort supporting that cause. Assign a written reflection about their experiences doing community service.

Have students do research on the Doctors Without Borders (Medecins Sans Frontieres) program and the locations where the doctors serve. Encourage them to relate their findings about Doctors Without Borders.

LESSON C10

Sacrifice Without Borders

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Language Arts, Creative Writing, Social Studies

OBJECTIVES

Students will:

- identify the elements of an effective newspaper article
- determine that the Citizen Honors awardees display many of the same values as Medal of Honor Recipients
- identify values of courage, sacrifice, patriotism, citizenship, integrity or commitment as exemplified by Dr. Jordy Cox

Citizen Honors Focus: Dr. Jordy Cox

Introductory Activity:

Have students write a headline for a newspaper article that tells the story of something that happened to them during the week.

Small Group Activity:

Hand out the worksheet. Have students share their headline with a partner. Taking turns, each partner will share his/her headline. After sharing the headline, students will then write a brief summary of the events that took place to create a news story. The listening partner will take notes on the talking partner's story using Question List #1 on the worksheet.

Small Group Activity:

Show the video about Dr. Jordy Cox. While watching, students should individually fill out Question List #2 on the worksheet.

When the video ends, break students into groups of four and have them compare notes to create a collaborative group chart. Each group will use the chart to construct a newspaper article based on the events. Review video as necessary.

Whole Group Activity:

Have the groups share their newspaper article about Dr. Jordy Cox with the class.

Concluding Activity:

Ask students to think of an example from their own lives when a person acted with one or more of the Medal of Honor values. They will use the questions and strategies from this activity to construct a personal "service before self" newspaper article detailing the event.

Assessment:

"Service before self" newspaper articles

Resources:

Jordy Cox video, worksheet

LESSON C10 WORKSHEET

Name _____ **Period** _____

Question List #1

Partner's headline: _____

Who was involved?

_____

What happened?

_____

When did the event take place?

_____

Where did the event take place?

_____

Why did the event occur?

_____

How did the event affect the people in the story?

_____

Question List #2

Dr. Jordy Cox news story headline: _____

Who was involved?

_____

What happened?

_____

When did the events take place?

_____

Where did the events take place?

_____

Why did the events occur?

_____

How did the events affect the people in the story?

_____

Which Medal of Honor value best fits this story and why?

_____

LESSON C11

Save A Life, Save A Nation

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Social Studies, Leadership, Vietnam War

OBJECTIVES

Students will:

• recognize heroic actions in civilian and military circumstances
• reflect on how their personal decisions can have an impact far greater than they might initially imagine

Medal of Honor Focus: Bruce Crandall, U.S. Army, Vietnam War
Citizen Honors Focus: Rick Rescorla

Teacher Preparation:

This lesson assumes a basic knowledge of the Medal of Honor and Citizen Honors. If needed, use Lessons A3 and A4 for background knowledge of the two awards.

Introductory Activity:

Begin by showing a clip from the movie We Were Soldiers (1:06:57-1:10:22). In this scene, Bruce Crandall gets into an argument with another soldier. Discuss the idea that we are all faced with decisions that impact other people. (If you do not have access to the clip, a discussion about how decisions impact others will work as well).

Whole Group Activity:

Show Bruce Crandall's Living History video.

Lead a classroom discussion on the decisions Bruce Crandall faced and the choices he made. Some decisions to focus on include staying in the Army after his initial draft enlistment was up, volunteering for helicopter training, and pioneering a new and potentially dangerous tactic of helicopter mobility on the battlefield.

Whole Group Activity:

Show the video of Rick Rescorla.

Ask students if they can make any connections between Bruce Crandall and Rick Rescorla. Similarities include the following: Bruce Crandall is wearing a black Stetson in his video as are people in the Rescorla video; Crandall mentions Fort Hood in his video, and the Rescorla story mentions Fort Hood; both men were in the Vietnam War.

Reveal that Rescorla was in the battle of la Drang Valley in Vietnam in November 1965 where Bruce Crandall performed the acts of heroism that resulted in him being awarded the Medal of Honor (depicted in the movie We Were Soldiers).

Lead a discussion about the fact that without Crandall's heroic decision to fly repeatedly into a dangerous situation, the soldiers in the battle, including Rescorla, potentially would not have survived the battle. Point out that Rescorla and Crandall probably did not know each other well, if at all, at the time. Discuss what would have happened to the people Rescorla helped evacuate on 9/11 if he had not survived the battle in 1965.

Concluding Activity:
Have students write a reflection on a time they made a decision which impacted others, either positively or negatively. What was the decision? How did it affect others? Would they have made a different choice after they saw the ripple effects of their choice and actions?

Assessment:
Class discussion, reflection paper

Resources:
Bruce Crandall and Rick Rescorla videos, movie We Were Soldiers (optional)

LESSON C12

We Stand on the Shoulders of Giants

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Social Studies, Language Arts, Leadership, Vietnam War

OBJECTIVES

Students will:

- identify those who have sacrificed on their behalf
- understand the importance of recognizing those who have paved the way for them to learn, grow, and succeed

Medal of Honor Focus: Roger C. Donlon, U.S. Army, Vietnam War

Introductory Activity:

Step 1: Hand out the worksheet for the lesson. Write the phrase "We Stand on the Shoulders of Giants" on the board. Have students discuss what they think the phrase means. Once the class has a definition of that phrase, have them write it at the top of the worksheet. Classes should generally arrive at the idea that we often benefit from the lessons, sacrifices, work, ideas, and foundations laid by those who have gone before us. Emphasize that those who sacrifice for us often do so to give us opportunities in the future.

Step 2: Write the 3 sentence starters on the board.

-I know how to _____ because of _____ (person).

-I have _____ because of _____ (person).

-I will be able to_____ because _____ (person) _____ (action).

Step 3: Ask students to write down one sentence for each sentence starter on the worksheet provided. Once they have those sentences written down, invite them to come forward and write at least one of theirs on the board for students to read. You may want to tell them that one can be about a family member, one about someone they know, and another about someone they have never met but know of.

Whole Group Activity:

Have students watch the video on Roger Donlon. As they are watching, ask students to focus on what sacrifices were made by others and what sacrifices Donlon was willing to make for others.

Small Group Activity:

At the conclusion of the video, ask students to form groups of two to four and complete the remaining questions on the worksheet. They should be prepared to share their answers with the class. Ask several students to share.

Individual Activity:
Have students use the back of the activity sheet or a separate piece of paper and write a letter to their current selves from their future selves. They will imagine they are who, where, or what they want to be 20 years in the future and write a thank-you to all of the "Giants" who helped them get where they will be in the future. Ask students to be detailed and think of all those they think might have an impact on them as they pursue their goals in family, career, education, athletics, hobbies, religion, civic life, and more.

Concluding Activity:
Have students share their letters with the class. You may choose to post the letters around the room, share in small groups, or have volunteers read aloud to the class.

Assessment:
Worksheet, letter

Resources:
Roger Donlon Living History video, worksheet

Extended Activity:
Have students research Roger Donlon in greater detail. Assign a written response or class presentation to share their findings.

LESSON C12 WORKSHEET

Name_____ **Period** _____

WE STAND ON THE SHOULDERS OF GIANTS

Class Definition: _____

_____

_____

Complete each sentence by filling in the blanks with what and who. Use a different person for each sentence.
Example: I know how to read and write because of my mother.

-I know how to _____ because of _____ (person)

-I have _____ because of _____ (person)

-I will be able to_____ because _____ (person) _____ (action)

At the conclusion of the living history video on Roger Donlon, answer the questions below.

1. During the battle, John Houston is killed. Roger Donlon pauses and asks, "God, why John, why not me?" What did Donlon understand about John Houston's sacrifice?

_____

_____

2. What, if any, responsibility do you think Roger Donlon, or any survivor, feels after a battle when others have lost their lives, but they survived?

_____

_____

3. How do the sacrifices of others allow us to make a difference or achieve great things? Describe a specific time someone sacrificed for you.

_____

_____

4. What responsibility do we have to those on whose shoulders we stand?

_____

_____

"It's [the Medal of Honor] about men and women who value something so strongly that they'd be willing to die for it."

- GARY BEIKIRCH

LESSON C13

Remembering the Fallen Heroes of Normandy

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, Guidance and Career Counseling, Leadership, Memorial Day

OBJECTIVES

Students will:

- demonstrate understanding of the courage and sacrifice of Allied Forces in Normandy during World War II
- explain the significance of observing Memorial Day in the United States
- reflect on honoring the memory of the fallen

Medal of Honor Focus: John J. Pinder, Jr., U.S. Army, World War II (Europe); John E. Butts, U.S. Army, World War II (Europe); Jimmie W. Monteith, Jr., U.S. Army, World War II (Europe); Charles N. DeGlopper, U.S. Army, World War II (Europe)

Introductory Activity:

Display the term Memorial Day for students. Ask students to list or write what Memorial Day means. Briefly have students share their definitions and/or examples with the class.

Whole Group Activity:

Pass out the "Medal of Honor Recipients from D-Day" handout and have students read it to provide context to the Recipients' stories. Ensure students ask any questions they may have about D-Day before commencing with the small group activity.

Small Group Activity:

Divide students into groups of three. Distribute the graphic organizer along with the citations for John E. Butts, Jimmie W. Monteith, Charles N. DeGlopper, and John J. Pinder, Jr. Students will reference the citations to compare the actions of these Recipients who were killed in action. As a group, they should fill in details of the Recipients' separate actions and the values those actions represent in the appropriate boxes. In the center, they should note similarities among their actions and values.

Whole Group Activity:

Keep students in their groups, and ask each group to share out major similarities their group noted among the four Recipients' actions. Ask students to discuss the courage and sacrifice exhibited by each Recipient.

Concluding Activity:

Conclude the lesson by instructing students to select one of the four Recipients and write a reflection on the importance of honoring his memory, making connections to the observance of Memorial Day.

Assessment:

Worksheet, reflection

Resources:

Recipient citations, "Medal of Honor Recipients from D-Day" handout, worksheet

Medal of Honor Recipients from D-Day

The 'beginning of the end of World War II' came on June 6, 1944. Though World War II contained many "D-Days" the one most fixed in the popular imagination is the D-Day that saw the Allies invade France at Normandy. Planned for over a year before it started, more than 130,000 Allied troops stormed into Normandy in early June by sea and by air in the largest amphibious attack in military history.

On June 6, planes carried 13,000 paratroopers, gliders carried 4,000 glider infantry, and landing craft carried 57,000 infantry to storm into Normandy and breach Hitler's Atlantic Wall. On the eve of battle Dwight Eisenhower has a message for the men about to invade France:

> *Soldiers, Sailors and Airmen of the Allied Expeditionary Force: You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hope and prayers of liberty-loving people everywhere march with you. Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely.*
>
> *But this is the year 1944! The tide has turned! The free men of the world are marching together to victory! I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full victory! Good luck! And let us all beseech the blessing of Almighty God upon this great and noble undertaking.*
>
> —Gen. Dwight D. Eisenhower,
> Supreme Allied Commander, 6 June 1944.

It took five days of fighting before the Allies secured the five landing beaches, codenamed Omaha, Utah, Gold, Juno, and Sword. Having a safe landing zone on June 11, 1944, meant that the Allies could install two massive temporary harbors, though one was soon damaged beyond repair by weather. These harbors had taken six months to construct in England prior to their installation in France. Millions of men, tons of supplies, and hundreds of thousands of vehicles would be unloaded on the beaches of Normandy. Having available and protected beachheads allowed Allied forces to then turn their attention to liberating the rest of Normandy.

A large component of the Allied plan was the connection of all five beachheads into one continuous front. As part of this effort, the 101st Airborne Division and the 2nd Armored Division had captured and secured the town of Carentan in order to link up Omaha and Utah beaches. One of the first major Allied objectives was capturing the port town of Cherbourg which was at the end of the Cotentin Peninsula. Fighting for the town was long and bloody, taking until June 30 and costing 2,800 Allied lives and more than 10,000 wounded.

Liberating Normandy also required capturing the city of Caen, a six-week long battle that started on June 6 and ended on July 19. Caen was an important Allied objective as it a was a road hub and strategically straddled a river and a canal. German forces were entrenched in the suburbs around the town and within the town itself as they knew its strategic importance. Capturing Caen from the Germans cost the Allies 30,000 casualties.

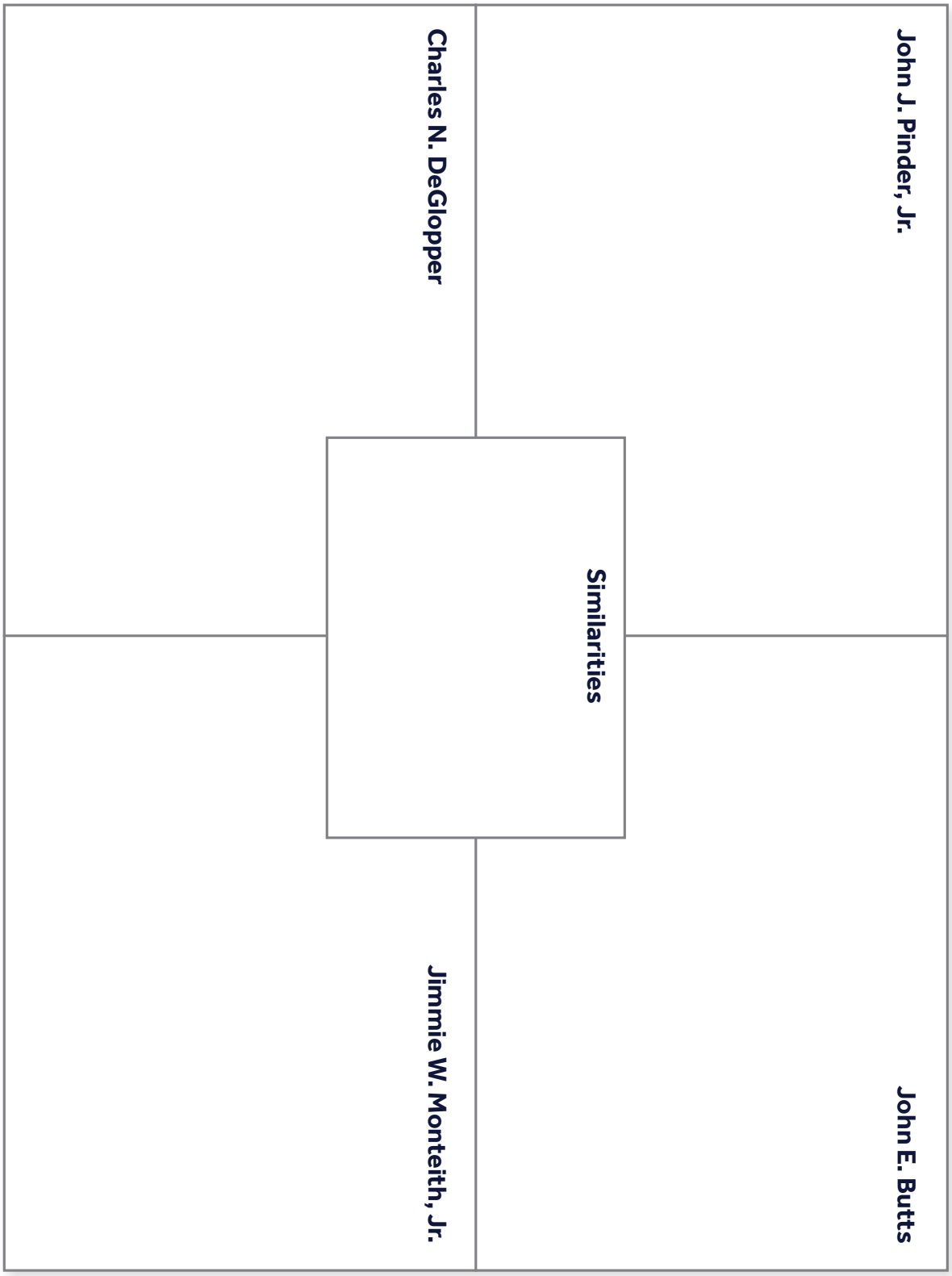
Not content to leave the Allies with the initiative, German forces on counter-attacked on August 8, leading to the Battle of the Falaise Pocket. The advisability of the counterattack, given the state of German forces in Normandy and the attempted assassination of Hitler on July 20 is questionable. This battle was a decisive engagement in the liberation of Normandy from German control and destroyed the hope of enemy resistance in the region. By the end of August 1944, the Allies were victorious in Normandy. All told, the liberation of Normandy cost the Allies over 200,000 casualties, of which more than 120,000 were American.

When the invasion was launched, its success was far from certain, though we now know it marked the beginning of the end of Nazi Germany. Of the hundreds of thousands of men who fought to liberate Normandy, sixteen soldiers were awarded the Medal of Honor for their actions during the campaign that began on D-Day – nine of those were awarded posthumously.

National Medal of Honor Museum:
https://mohmuseum.org/dday/

Name_____ **Period** _____

Graphic Organizer



WORLD WAR II

JOHN J. PINDER, Jr.

RANK: Technician Fifth Grade
UNIT/COMMAND: 16th Infantry, 1st Infantry Division
MILITARY SERVICE BRANCH: U.S. Army
MEDAL OF HONOR ACTION DATE: June 6, 1944
MEDAL OF HONOR ACTION PLACE: Near Colleville-Sur-Mer, France

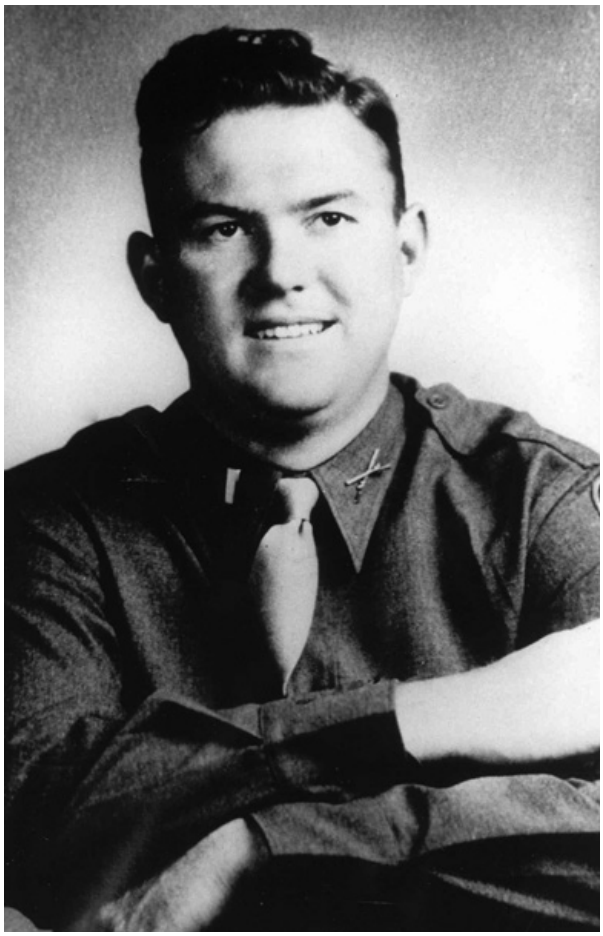
CITATION

For conspicuous gallantry and intrepidity above and beyond the call of duty on 6 June 1944, near Colleville-sur-Mer, France. On D-day, Technician Fifth Grade Pinder landed on the coast 100 yards offshore under devastating enemy machine-gun and artillery fire which caused severe casualties among the boatload. Carrying a vitally important radio, he struggled towards shore in waist-deep water. Only a few yards from his craft he was hit by enemy fire and was gravely wounded. Technician Fifth Grade Pinder never stopped. He made shore and delivered the radio. Refusing to take cover afforded, or to accept medical attention for his wounds, Technician Fifth Grade Pinder, though terribly weakened by loss of blood and in fierce pain, on three occasions went into the fire-swept surf to salvage communication equipment. He recovered many vital parts and equipment, including another workable radio. On the third trip he was again hit, suffering machine-gun bullet wounds in the legs. Still this valiant soldier would not stop for rest or medical attention. Remaining exposed to heavy enemy fire, growing steadily weaker, he aided in establishing the vital radio communications on the beach. While so engaged this dauntless soldier was hit for the third time and killed. The indomitable courage and personal bravery of Technician Fifth Grade Pinder was a magnificent inspiration to the men with whom he served.

ACCREDITED TO: Burgettstown, Washington County, Pennsylvania
AWARDED POSTHUMOUSLY: Yes
BORN: June 7, 1912, Mckees Rocks, Allegheny County, PA, United States
DIED: June 6, 1944, France
BURIED: Grand View Cemetery, Burgettstown, Township Hanover, PA, United States

WORLD WAR II

JIMMIE W. MONTEITH, Jr.



RANK: First Lieutenant
UNIT/COMMAND: 16th Infantry, 1st Infantry Division
MILITARY SERVICE BRANCH: U.S. Army
MEDAL OF HONOR ACTION DATE: June 6, 1944
MEDAL OF HONOR ACTION PLACE: Near Colleville-Sur-Mer, France

CITATION

For conspicuous gallantry and intrepidity above and beyond the call of duty on 6 June 1944, near Colleville-sur-Mer, France. First Lt. Monteith landed with the initial assault waves on the coast of France under heavy enemy fire. Without regard to his own personal safety he continually moved up and down the beach reorganizing men for further assault. He then led the assault over a narrow protective ledge and across the flat, exposed terrain to the comparative safety of a cliff. Retracing his steps across the field to the beach, he moved over to where two tanks were buttoned up and blind under violent enemy artillery and machine-gun fire. Completely exposed to the intense fire, 1st Lt. Monteith led the tanks on foot through a minefield and into firing positions. Under his direction several enemy positions were destroyed. He then rejoined his company and under his leadership his men captured an advantageous position on the hill. Supervising the defense of his newly won position against repeated vicious counterattacks, he continued to ignore his own personal safety, repeatedly crossing the 200 or 300 yards of open terrain under heavy fire to strengthen links in his defensive chain. When the enemy succeeded in completely surrounding 1st Lt. Monteith and his unit and while leading the fight out of the situation, 1st Lt. Monteith was killed by enemy fire. The courage, gallantry, and intrepid leadership displayed by 1st Lt. Monteith is worthy of emulation.

ACCREDITED TO: Richmond, Richmond County, Virginia
AWARDED POSTHUMOUSLY: Yes
PRESENTATION DATE & DETAILS: Richmond, Virginia, Presented by Brig. Gen. Frank Dorn to his Family
BORN: July 1, 1917, Low Moor, Alleghany County, VA, United States
DIED: June 6, 1944, Normandy, France
BURIED: A.B.M.C. Normandy Cemetery (Mh) (I-20-12), St Laurent-Sur-Mer, France

WORLD WAR II

CHARLES N. DeGLOPPER

RANK: Private First Class
UNIT/COMMAND: Company C, 325th Glider Infantry, 82d Airborne Division
MILITARY SERVICE BRANCH: U.S. Army
MEDAL OF HONOR ACTION DATE: June 9, 1944
MEDAL OF HONOR ACTION PLACE: Merderet River at La Fiere, France

CITATION

He was a member of Company C, 325th Glider Infantry, on 9 June 1944 advancing with the forward platoon to secure a bridgehead across the Merderet River at La Fiere, France. At dawn the platoon had penetrated an outer line of machine guns and riflemen, but in so doing had become cut off from the rest of the company. Vastly superior forces began a decimation of the stricken unit and put in motion a flanking maneuver which would have completely exposed the American platoon in a shallow roadside ditch where it had taken cover. Detecting this danger, Pfc. DeGlopper volunteered to support his comrades by fire from his automatic rifle while they attempted a withdrawal through a break in a hedgerow 40 yards to the rear. Scorning a concentration of enemy automatic-weapons and rifle fire, he walked from the ditch onto the road in full view of the Germans and sprayed the hostile positions with assault fire. He was wounded, but he continued firing. Struck again, he started to fall; and yet his grim determination and valiant fighting spirit could not be broken. Kneeling in the roadway, weakened by his grievous wounds, he leveled his heavy weapon against the enemy and fired burst after burst until killed outright. He was successful in drawing the enemy action away from his fellow soldiers, who continued the fight from a more advantageous position and established the first bridgehead over the Merderet. In the area where he made his intrepid stand his comrades later found the ground strewn with dead Germans and many machine guns and automatic weapons which he had knocked out of action. Pfc. DeGlopper's gallant sacrifice and unflinching heroism while facing unsurmountable odds were in great measure responsible for a highly important tactical victory in the Normandy Campaign.

ACCREDITED TO: Grand Island, Erie County, New York
AWARDED POSTHUMOUSLY: Yes
BORN: November 30, 1921, Grand Island, Erie County, NY, United States
DIED: June 9, 1944, France
BURIED: Maple Grove Cemetery, Grand Island, NY, United States

WORLD WAR II

JOHN E. BUTTS

RANK: Second Lieutenant
UNIT/COMMAND: Company E, 60th Infantry, 9th Infantry Division
MILITARY SERVICE BRANCH: U.S. Army
MEDAL OF HONOR ACTION DATE: June 23, 1944
MEDAL OF HONOR ACTION PLACE: Normandy, France

CITATION

Heroically led his platoon against an enemy in Normandy, France, on 14, 16, and 23 June 1944. Although painfully wounded on the 14th near Orglandes and again on the 16th while spearheading an attack to establish a bridgehead across the Douve River, he refused medical aid and remained with his platoon. A week later, near Flottemanville Hague, he led an assault on a tactically important and stubbornly defended hill studded with tanks, antitank guns, pillboxes, and machine-gun emplacements and protected by concentrated artillery and mortar fire. As the attack was launched, 2d Lt. Butts, at the head of his platoon, was critically wounded by German machine-gun fire. Although weakened by his injuries, he rallied his men and directed one squad to make a flanking movement while he alone made a frontal assault to draw the hostile fire upon himself. Once more he was struck, but by grim determination and sheer courage continued to crawl ahead. When within 10 yards of his objective, he was killed by direct fire. By his superb courage, unflinching valor, and inspiring actions, 2d Lt. Butts enabled his platoon to take a formidable strongpoint and contributed greatly to the success of his battalion's mission.

ACCREDITED TO: Buffalo, Erie County, New York
AWARDED POSTHUMOUSLY: Yes
BORN: August 8, 1922, Medina, Orleans County, NY, United States
DIED: June 23, 1944, France
BURIED: St. Mary's Cemetery (MH), Medina, NY, United States
LOCATION OF MEDAL: Public Library, Medina, NY

"The day I was born, I was handed a gem that was absolutely impossible to buy. That was my freedom."

- HERSHEL WILLIAMS

LESSON C14

Sacrifice and Memory

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, Guidance and Career Counseling, Leadership, Memorial Day

OBJECTIVES

Students will:

- Explain the significance of sacrifice by exploring the observance of Memorial Day
- Read, analyze, and reflect on a narrative
- Differentiate Memorial Day from other holidays involving the United States Armed Forces

Medal of Honor Focus: Florent A. Groberg, U.S. Army, War on Terrorismism (Afghanistan)

Introductory Activity:

Display the words memory and sacrifice for students. Ask students to brainstorm definitions and/or examples of these terms. Student responses can be shared collectively or remain in students' notes during the lesson. Instruct students to bear these terms in mind as they complete the lesson.

Whole Group Activity:

Share Florent A. Groberg's citation with students along with the Individual Notes Organizer worksheet. As students read the citation, ensure they use the worksheet to take notes from the reading. Then, show the Florent A. Groberg Living History video and have students add their video notes to the worksheet. Following the video, facilitate a brief discussion on each of the sections, covering the students' answers as well as how they documented evidence for their answers.

Whole Group Activity:

Display the following quote from Florent Groberg for students:

> *"I wear this [bracelet] every day, everywhere I go. This is a reminder that I am lucky, and this is an honor to still be on this Earth, and I have to earn it every single day."*

Ask students to reflect on the importance of Memorial Day. Begin the discussion by sharing the following information: On Veterans Day in the United States, we honor all those who have served in the Armed Forces, but Memorial Day is time to honor those who gave their lives in the performance of their military duties. It is a time for reflection and mourning. Then, ask students to offer their thoughts on the importance of this holiday as well as the daily importance of honoring memory. They can take notes in the final box on their worksheet.

Concluding Activity:

Conclude the lesson by instructing students to write a reflection on the importance of memory based on their notes from the worksheet, using examples from the video and citation they studied in the lesson.

Assessment:

Worksheet, reflection, participation

Resources:

Florent A. Groberg's Living History video and citation, worksheet

Name_____ **Period** _____

Individual Notes Organizer

As you read the citation, take notes on what you read. Think of answering What? When? Where? as you take notes.

NOTES ON CITATION

NOTES FROM LIVING HISTORY	
Personal Background Facts	**Major Events**
Evidence of Memory and Sacrifice	

NOTES FOR REFLECTION ASSIGNMENT

War on TerrorismISM (AFGHANISTAN)

FLORENT A. GROBERG

RANK: Captain
UNIT/COMMAND: Personal Security Detachment Commander, Task Force Mountain Warrior, 4th Infantry Brigade Combat Team, 4th Infantry Division
MILITARY SERVICE BRANCH: U.S. Army
MEDAL OF HONOR ACTION DATE: August 8, 2012
MEDAL OF HONOR ACTION PLACE: Asadabad, Kunar Province, Afghanistan

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CITATION

Captain Florent A. Groberg distinguished himself by acts of gallantry and intrepidity at the risk of his life above and beyond the call of duty while serving as a Personal Security Detachment Commander for Task Force Mountain Warrior, 4th Infantry Brigade Combat Team, 4th Infantry Division, during combat operations against an armed enemy in Asadbad, Kunar Province, Afghanistan on August 8, 2012. On that day, Captain Groberg was leading a dismounted movement consisting of several senior leaders to include two brigade commanders, two battalion commanders, two command sergeants major, and an Afghanistan National Army brigade commander. As they approached the Provincial Governor's compound, Captain Groberg observed an individual walking close to the formation. When the individual made an abrupt turn towards the formation, he noticed an abnormal bulge underneath the individual's clothing. Selflessly placing himself in front of one of the brigade commanders, Captain Groberg rushed forward, using his body to push the suspect away from the formation. Simultaneously, he ordered another member of the security detail to assist with removing the suspect. At this time, Captain Groberg confirmed the bulge was a suicide vest and with complete disregard for his life, Captain Groberg again with the assistance of the other member of the security detail, physically pushed the suicide bomber away from the formation. Upon falling, the suicide bomber detonated his explosive vest outside the perimeter of the formation, killing four members of the formation and wounding numerous others. The blast from the first suicide bomber caused the suicide vest of a previously unnoticed second suicide bomber to detonate prematurely with minimal impact on the formation.

Captain Groberg's immediate actions push the first suicide bomber away from the formation significantly minimized the impact of the coordinated suicide bombers' attack on the formation, saving the lives of his comrades and several senior leaders. Captain Groberg's extraordinary heroism and selflessness above and beyond the call of duty at the risk of life are in keeping with the highest traditions of military service and reflect credit upon himself, 4th Infantry Brigade Combat Team, 4th Infantry Division and the United States Army.

ACCREDITED TO: Bethesda, Montgomery County, Maryland
AWARDED POSTHUMOUSLY: No
PRESENTATION DATE & DETAILS: November 12, 2015, Presented by President Barack Obama at the White House
BORN: May 3, 1983, Poissey, France

LESSON C15

Honoring Their Memory

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, Guidance, Leadership, Memorial Day

OBJECTIVES

Students will:

- Synthesize information from sources to understand a narrative
- Answer questions providing evidence from two sources
- Explain the significance of sacrifice by exploring the observance of Memorial Day and understanding how people honor the memory of the fallen

Medal of Honor Focus: Leroy A. Petry, U.S. Army, War on Terrorismism (Afghanistan)

Introductory Activity:

Distribute the Memory Challenge worksheet to students face down or hide the questions until time begins. Instruct students that the questions have extremely easy answers. However, students will only have ten seconds to complete the questions. Set a timer for ten seconds and instruct students to begin. When ten seconds has passed, instruct students to stop working.

Facilitate a discussion with students about the worksheet. What challenged them? Did anyone complete it? Conclude the activity by stating that students have been trained to answer each question, and students have exercised answering the questions for years, but time restricted their responses. Instruct students that service members intensely train for numerous situations. Their character and core values are often demonstrated through their instincts when facing mortal challenges that last less than a second. Ask students to bear this activity in mind when examining Leroy A. Petry's story.

Whole Group Activity:

Discuss with students the purpose of Memorial Day-to honor men and women who were killed in service to the United States Armed Forces. Explain to students that Veterans Day and Memorial Day serve different purposes. Provide students with a copy of the History of Memorial Day handout and have them read through it. Then, lead a brief discussion about what the students have just learned.

Individual Activity:

Share Leroy Petry's citation with students along with the Individual Notes Organizer worksheet. As students read the citation, ensure they take notes from the reading on the worksheet. Show Leroy Petry's Living History video. As students watch, they should take notes on the next section of the graphic organizer.

Small Group Activity:
Divide students into groups of three. Pass out the Group Notes Organizer worksheet. Ask each group to answer (using evidence) each question within their groups. Alternately, if time is short, have each group answer only one of the questions.

Whole Group Activity:
Once groups have completed the questions, ask groups to share their evidence and discussions for the whole class. Instruct students to add any new answers from the group discussion into the appropriate box on their Group Notes Organizer worksheet.

Concluding Activity:
After discussing the responses to the four questions, facilitate a class discussion regarding the importance of honoring memory, in Leroy Petry's story or more broadly. Have students use the bottom box on the worksheet to take notes during the discussion. At the end of the discussion, instruct students to write a reflection about the importance of honoring memory, using the notes on the bottom of their Group Notes Organizer workshee tand drawing connections to what they have learned about Memorial Day.

Assessment:
Worksheets, reflection

Resources:
Leroy A. Petry Living History video and citation, Memory Challenge worksheet, Individual Notes Organizer worksheet, Group Notes Organizer worksheet, "History of Memorial Day" handout

Name_____ **Period** _____

Memory Challenge Activity

YOU HAVE TEN SECONDS TO COMPLETE THE QUESTIONS. GO!

1 + 1 =

4 X 8 =

2 – 2 =

THERE ARE _____ STATES IN THE US

3 X 4 =

2 – 1 =

7 X 7 =

BLUE + YELLOW =

CAPITAL OF THE US =

5 X 5 =

100 – 90 =

6 X 6 =

Name_____ **Period** _____

Individual Notes Organizer

As you read the citation, take notes on what you read. Think of answering What? When? Where? as you take notes.

READING NOTES ON CITATION (WHAT, WHEN, WHERE?)

As you watch and listen to Leroy Petry's Living History, take notes on what you notice. Use the graphic organizer to assist with your notes.

VIDEO NOTES FROM LIVING HISTORY	
Personal Background Facts	**Major Events**
Evidence of Remembering Fallen Comrades	

Name_____ **Period** _____

Group Notes Organizer

Reference Leroy Petry's citation and Living History to answer the following questions.

When presenting the award to Leroy Petry, President Obama asked, "What compels such courage? What leads a person to risk everything so that others might live?" How would you answer these questions posed by President Obama?

When presenting the award to Leroy Petry, President Obama referenced part of the Army Ranger Creed, "Never shall I fail my comrades." How did Leroy Petry's actions demonstrate this part of the Army Ranger Creed?

During the Medal of Honor presentation, Leroy Petry whispered into President Obama's ear, "It's a heavy honor to accept." Explain what you believe Leroy Petry meant by his statement.

Although he was ultimately awarded the Medal of Honor for his actions, May 26, 2008, was most likely one of the most difficult days in Leroy Petry's life. Several of Leroy Petry's comrades were killed in action. How does Petry honor the memory of his fallen comrades.

Notes for reflection on honoring memory

History of Memorial Day

Each year on the last Monday in May, a United States federal holiday marks an observance to remember men and women who sacrificed their lives in service to our nation, to protect the life and liberty of other American citizens and residents. Many people associate this three-day weekend with cookouts, races, and local pools opening. However, Memorial Day carries a far more somber intention. So, one may ask, how did this day of memory begin?

The US Civil War (1861-1865) cost over 600,000 lives and disrupted a nation only a few generations into its existence. The bloody conflict tested the fabric of a nation once defined by a union of sovereign states, and its aftermath left lingering attitudes and national discussions debated still throughout the country. It remains in terms of human life the costliest military contest in United States history.

Following the Civil War, in 1868, an organization of Union veterans named the Grand Army of the Republic (GAR) designated Decoration Day for May 30. Headed by Major General John Logan, Decoration Day volunteers honored soldiers who had fought and died by decorating their graves. According to The Department of Veterans Affairs,

"The first large observance was held that year at Arlington National Cemetery, across the Potomac River from Washington, D.C. The ceremonies centered around the mourning-draped veranda of the Arlington mansion, once the home of Gen. Robert E. Lee. Various Washington officials, including Gen. and Mrs. Ulysses S. Grant, presided over the ceremonies. After speeches, children from the Soldiers' and Sailors' Orphan Home and members of the GAR made their way through the cemetery, strewing flowers on both Union and Confederate graves, reciting prayers and singing hymns.[i]"

Although the event in Arlington, Virginia in 1868 was the largest, several other cities also held similar observances as early as 1866. Communities throughout the nation sought to honor their fallen in memory of their sacrifices. In the years following the Civil War, Decoration Day or other Memorial Day observances continued, and after World Wars I and II, the day evolved into a commemoration of service members who lost their lives in all American conflicts.

The modern observances of Memorial Day further evolved in 1968, as the crisis in Vietnam escalated. The US Congress passed the Uniform Monday Holiday Act which included declaring Memorial Day as the last Monday in May. The Act took effect in 1971, and all states now officially observe the last Monday in May, as opposed to the traditional May 30 date, as National Memorial Day. Additionally, the National Moment of Remembrance Act (passed in 2000) encourages all Americans to pause where they are at 3:00 PM on Memorial Day for a moment of silence to honor servicemembers who sacrificed their lives for their nation.

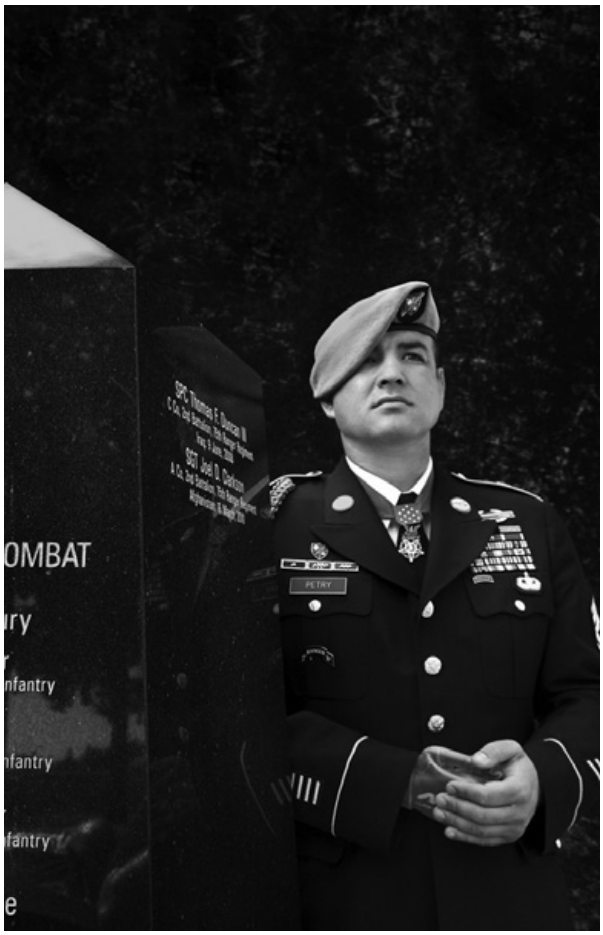
Contemporary activities over Memorial Day weekend often overshadow the historic purpose of offering a somber and grateful remembrance of men and women who paid the utmost sacrifice in their duty to the United States. Yet the holiday reflects the lives and liberties that those servicemembers died to protect and preserve. Memorializing our fallen fellow Americans, from throughout our history, validates the service, sacrifice, and commitment that provide us this national holiday.

[i] US Department of Veterans Affairs: Office of Public and Intergovernmental Affairs.
https://www.va.gov/opa/speceven/memday/history.asp

War on TerrorismISM (AFGHANISTAN)

LEROY A. PETRY

RANK: Staff Sergeant (Rank at Presentation: Sergeant First Class; Highest Rank: Master Sergeant)
UNIT/COMMAND: Company D, 2d Battalion, 75th Ranger Regiment
MILITARY SERVICE BRANCH: U.S. Army
MEDAL OF HONOR ACTION DATE: May 26, 2008
MEDAL OF HONOR ACTION PLACE: Paktya Province, Afghanistan



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CITATION

For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty: Staff Sergeant Leroy A. Petry distinguished himself by acts of gallantry and intrepidity at the risk of his life above and beyond the call of duty in action with an armed enemy in the vicinity of Paktya Province, Afghanistan, on May 26, 2008. As a Weapons Squad Leader with D Company, 2nd Battalion, 75th Ranger Regiment, Staff Sergeant Petry moved to clear the courtyard of a house that potentially contained high-value combatants. While crossing the courtyard, Staff Sergeant Petry and another Ranger were engaged and wounded by automatic weapons fire from enemy fighters. Still under enemy fire, and wounded in both legs, Staff Sergeant Petry led the other Ranger to cover. He then reported the situation and engaged the enemy with a hand grenade, providing suppression as another Ranger moved to his position. The enemy quickly responded by maneuvering closer and throwing grenades. The first grenade explosion knocked his two fellow Rangers to the ground and wounded both with shrapnel. A second grenade then landed only a few feet away from them. Instantly realizing the danger, Staff Sergeant Petry, unhesitatingly and with complete disregard for his safety, deliberately and selflessly moved forward, picked up the grenade, and in an effort to clear the immediate threat, threw the grenade away from his fellow Rangers. As he was releasing the grenade it detonated, amputating his right hand at the wrist and further injuring him with multiple shrapnel wounds. Although picking up and throwing the live grenade grievously wounded Staff Sergeant Petry, his gallant act undeniably saved his fellow Rangers from being severely wounded or killed. Despite the severity of his wounds, Staff Sergeant Petry continued to maintain the presence of mind

to place a tourniquet on his right wrist before communicating the situation by radio in order to coordinate support for himself and his fellow wounded Rangers. Staff Sergeant Petry's extraordinary heroism and devotion to duty are in keeping with the highest traditions of military service, and reflect great credit upon himself, 75th Ranger Regiment, and the United States Army.

ACCREDITED TO: Santa Fe, Santa Fe County, New Mexico
AWARDED POSTHUMOUSLY: No
PRESENTATION DATE & DETAILS: July 12, 2011,
The White House by President Barack Obama
BORN: July 29, 1979, Santa Fe, Santa Fe County, NM, United States

LESSON C16

Memory in Their Words

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, Leadership, Guidance and Career Counseling, Memorial Day

OBJECTIVES

Students will:

- analyze primary sources (oral history) to compare the concepts of memory and sacrifice over time in context of the experiences of Medal of Honor Recipients
- understand the significance of Memorial Day in the United States

Medal of Honor Focus: James E. Livingston, U.S. Marine Corps, Vietnam War; Robert B. Nett, U.S. Army, World War II; Leroy A. Petry, U.S. Army, War on Terrorism (Afghanistan); George H. O'Brien, Jr., U.S. Marine Corps, Korean War

Teacher Preparation:

Students should have a good understanding of the difference between Memorial Day and Veterans Day. If you think your students need additional background information on Memorial Day, do C15 before starting this lesson.

Introductory Activity:

Ask students to write about their fondest memory from over one year ago. After students finish writing, allow some students to share if their memories were about people, places, or an event. Next, ask students to write three examples of something that serves as a memorial. If prompting is necessary, suggest stadiums, streets, parks, monuments, etc. Briefly discuss the concept of a memorial—Why does our community/society choose to memorialize? Is there a significance relationship between a memorial and the person being honored? Finally, ask students to brainstorm a list of anything that comes to their minds when they hear the term "Memorial Day."

Whole Group Activity:

Distribute the Graphic Organizer to students. Let them know they will watch a video featuring four Medal of Honor Recipients. Each Recipient served in a separate conflict: World War II, Korea War, Vietnam War, and the War on Terrorismism (Afghanistan). For each Recipient, students should focus on what the Recipient says about sacrifice, their fellow service members, and the importance of remembering. There is a place on the graphic organizer for each Recipient. When the video concludes, have students use the center box on the graphic organizer to write concepts that are similar for all four Recipients.

Small Group/Individual Activity:
After students have completed their graphic organizers, allow them to form groups of three. Assign each group one of the Recipients from the video and provide each group with their assigned Recipient's citation along with his quote as listed below. Using their notes from the video as well as the citation, groups should analyze their Recipient's quote to explain what he meant about those he served with.

1. Livingston: "This award is for them, it's not for me…I wear it in remembrance of them."
2. Nett: "I accept this honor in the name of all the great soldiers of E Company…I share this honor with all those people, because they made it possible."
3. Petry: "I see it [prosthetic arm] every morning when I put it on, and every afternoon when I take it off, and I never lose sight that they are the ones who paid the ultimate sacrifice."
4. O'Brien: "This medal is not mine. It belongs to those kids who never grew up to be grandfathers. I just hold it in trust."

When all groups have finished, have them share their explanations of the quote with the class.

Concluding Activity:
Have students visualize entering an elevator for a ride to the 99th floor. Two people enter the elevator with them, discussing their plans for Memorial Day Weekend. Nothing in their discussion hints at observing the memory of service members who sacrificed their lives for their country.

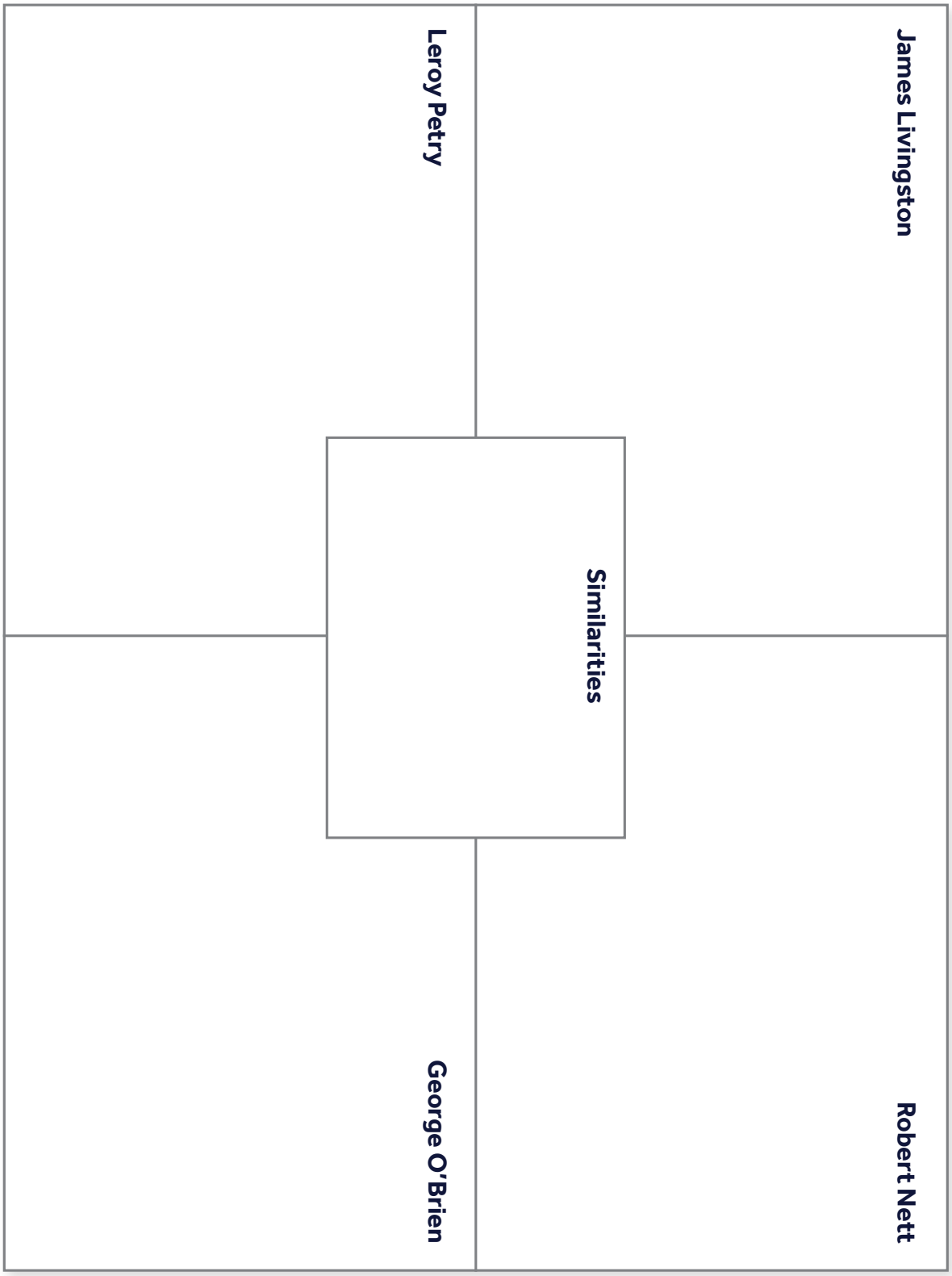
Ask students to write a civil and polite "elevator pitch" that might persuade their new acquaintances to honor the memory of those who were killed in service to our nation. If time allows, have the students deliver their elevator pitches to the class.

Assessment:
Worksheet, participation, elevator pitch

Resources:
"Memorial Day: Medal of Honor Recipients Remember" montage video, worksheet, citations for James Livingston, Robert Nett, Leroy Petry, and George O'Brien

Name_____ **Period** _____

Graphic Organizer



VIETNAM WAR

JAMES EVERETTE LIVINGSTON

RANK: Captain (Highest Rank: Major General)
UNIT/COMMAND: Company E, 2d Battalion, 4th Marines, 9th Marine Amphibious Brigade
MILITARY SERVICE BRANCH: U.S. Marine Corps
MEDAL OF HONOR ACTION DATE: May 2, 1968
MEDAL OF HONOR ACTION PLACE: Dai Do, Quang Tri Province, Republic of Vietnam

CITATION

For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty while serving as Commanding Officer, Company E, in action against enemy forces. Company E launched a determined assault on the heavily fortified village of Dai Do, which had been seized by the enemy on the preceding evening isolating a marine company from the remainder of the battalion. Skillfully employing screening agents, Capt. Livingston maneuvered his men to assault positions across 500 meters of dangerous open rice paddy while under intense enemy fire. Ignoring hostile rounds impacting near him, he fearlessly led his men in a savage assault against enemy emplacements within the village. While adjusting supporting arms fire, Capt. Livingston moved to the points of heaviest resistance, shouting words of encouragement to his marines, directing their fire, and spurring the dwindling momentum of the attack on repeated occasions. Although twice painfully wounded by grenade fragments, he refused medical treatment and courageously led his men in the destruction of over 100 mutually supporting bunkers, driving the remaining enemy from their positions and relieving the pressure on the stranded marine company. As the two companies consolidated positions and evacuated casualties, a third company passed through the friendly lines launching an assault on the adjacent village of Dinh To, only to be halted by a furious counterattack of an enemy battalion. Swiftly assessing the situation and disregarding the heavy volume of enemy fire, Capt. Livingston boldly maneuvered the remaining effective men of his company forward, joined forces with the heavily engaged marines, and halted the enemy's counterattack. Wounded a third time and unable to walk, he steadfastly remained in the dangerously exposed area, deploying his men to more tenable positions and supervising the evacuation of casualties. Only when assured of the

safety of his men did he allow himself to be evacuated. Capt. Livingston's gallant actions uphold the highest traditions of the Marine Corps and the U.S. Naval Service.

ACCREDITED TO: Mcrae, Telfair County, Georgia
AWARDED POSTHUMOUSLY: No
PRESENTATION DATE & DETAILS: May 14, 1970
The White House, Presented by Pres. Richard M. Nixon
BORN: January 12, 1940, Towns, Telfair County, GA, United States

WORLD WAR II

ROBERT BURTON NETT

RANK: Captain (Rank at Time of Action: First Lieutenant)
UNIT/COMMAND: Company E, 2d Battalion, 305th Infantry, 77th Infantry Division
MILITARY SERVICE BRANCH: U.S. Army
MEDAL OF HONOR ACTION DATE: December 14, 1944
MEDAL OF HONOR ACTION PLACE: Near Cognon, Leyte, Philippine Islands

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CITATION

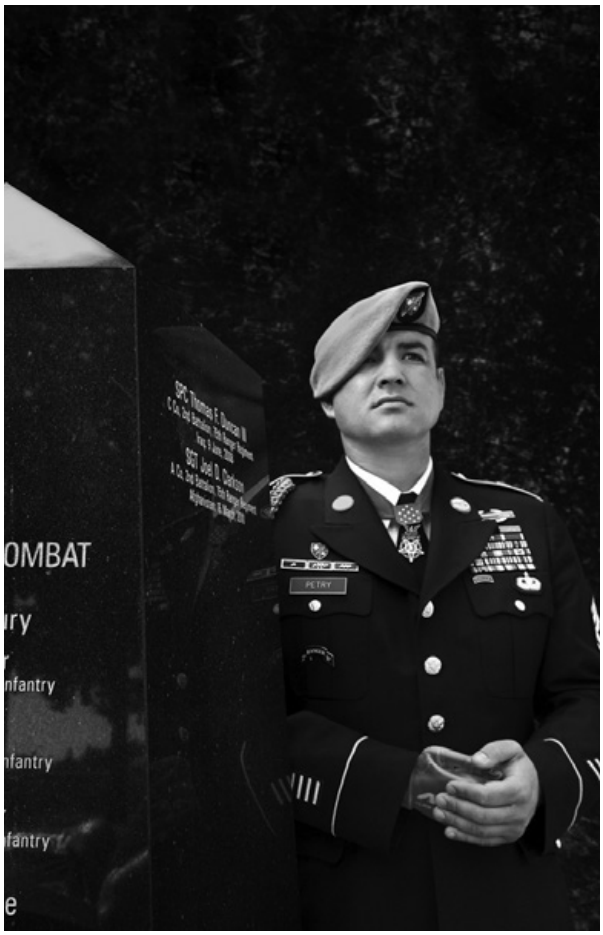
He commanded Company E in an attack against a reinforced enemy battalion which had held up the American advance for two days from its entrenched positions around a three-story concrete building. With another infantry company and armored vehicles, Company E advanced against heavy machine-gun and other automatic-weapon fire with Lt. Nett spearheading the assault against the strongpoint. During the fierce hand-to-hand encounter which ensued, he killed seven deeply entrenched Japanese with his rifle and bayonet and, although seriously wounded, gallantly continued to lead his men forward, refusing to relinquish his command. Again he was severely wounded, but, still unwilling to retire, pressed ahead with his troops to assure the capture of the objective. Wounded once more in the final assault, he calmly made all arrangements for the resumption of the advance, turned over his command to another officer, and then walked unaided to the rear for medical treatment. By his remarkable courage in continuing forward through sheer determination despite successive wounds, Lt. Nett provided an inspiring example for his men and was instrumental in the capture of a vital strongpoint.

ACCREDITED TO: New Haven, New Haven County, Connecticut
AWARDED POSTHUMOUSLY: No
PRESENTATION DATE & DETAILS: February 8, 1946
New Haven, Connecticut, Presented by Lt. Gen. Oscar W. Griswold
BORN: June 13, 1922, New Haven, New Haven County, CT, United States
DIED: October 19, 2008, Columbus, GA, United States
BURIED: Fort Benning Post Cemetery, Fort Benning, GA, United States
LOCATION OF MEDAL: National Infantry Museum and Soldier Center, Fort Benning, GA

War on TerrorismISM (AFGHANISTAN)

LEROY A. PETRY

RANK: Staff Sergeant (Rank at Presentation: Sergeant First Class; Highest Rank: Master Sergeant)
UNIT/COMMAND: Company D, 2d Battalion, 75th Ranger Regiment
MILITARY SERVICE BRANCH: U.S. Army
MEDAL OF HONOR ACTION DATE: May 26, 2008
MEDAL OF HONOR ACTION PLACE: Paktya Province, Afghanistan



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CITATION

For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty: Staff Sergeant Leroy A. Petry distinguished himself by acts of gallantry and intrepidity at the risk of his life above and beyond the call of duty in action with an armed enemy in the vicinity of Paktya Province, Afghanistan, on May 26, 2008. As a Weapons Squad Leader with D Company, 2nd Battalion, 75th Ranger Regiment, Staff Sergeant Petry moved to clear the courtyard of a house that potentially contained high-value combatants. While crossing the courtyard, Staff Sergeant Petry and another Ranger were engaged and wounded by automatic weapons fire from enemy fighters. Still under enemy fire, and wounded in both legs, Staff Sergeant Petry led the other Ranger to cover. He then reported the situation and engaged the enemy with a hand grenade, providing suppression as another Ranger moved to his position. The enemy quickly responded by maneuvering closer and throwing grenades. The first grenade explosion knocked his two fellow Rangers to the ground and wounded both with shrapnel. A second grenade then landed only a few feet away from them. Instantly realizing the danger, Staff Sergeant Petry, unhesitatingly and with complete disregard for his safety, deliberately and selflessly moved forward, picked up the grenade, and in an effort to clear the immediate threat, threw the grenade away from his fellow Rangers. As he was releasing the grenade it detonated, amputating his right hand at the wrist and further injuring him with multiple shrapnel wounds. Although picking up and throwing the live grenade grievously wounded Staff Sergeant Petry, his gallant act undeniably saved his fellow Rangers from being severely wounded or killed. Despite the severity of his wounds, Staff Sergeant Petry continued to maintain the presence of mind

to place a tourniquet on his right wrist before communicating the situation by radio in order to coordinate support for himself and his fellow wounded Rangers. Staff Sergeant Petry's extraordinary heroism and devotion to duty are in keeping with the highest traditions of military service, and reflect great credit upon himself, 75th Ranger Regiment, and the United States Army.

ACCREDITED TO: Santa Fe, Santa Fe County, New Mexico
AWARDED POSTHUMOUSLY: No
PRESENTATION DATE & DETAILS: July 12, 2011,
The White House by President Barack Obama
BORN: July 29, 1979, Santa Fe, Santa Fe County, NM, United States

KOREAN WAR

GEORGE HERMAN O'BRIEN JR.

RANK: Second Lieutenant (Highest Rank: Major)
UNIT/COMMAND: 1st Platoon, Company H, 3d Battalion, 7th Marines, 1st Marine Division (Rein)
MILITARY SERVICE BRANCH: U.S. Marine Corps Reserve
MEDAL OF HONOR ACTION DATE: October 27, 1952
MEDAL OF HONOR ACTION PLACE: The Hook, Korea

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CITATION

For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty as a rifle platoon commander of Company H, in action against enemy aggressor forces. With his platoon subjected to an intense mortar and artillery bombardment while preparing to assault a vitally important hill position on the main line of resistance which had been overrun by a numerically superior enemy force on the preceding night, 2d Lt. O'Brien leaped from his trench when the attack signal was given and, shouting for his men to follow, raced across an exposed saddle and up the enemy-held hill through a virtual hail of deadly small-arms, artillery, and mortar fire. Although shot through the arm and thrown to the ground by hostile automatic-weapons fire as he neared the well-entrenched enemy position, he bravely regained his feet, waved his men onward, and continued to spearhead the assault, pausing only long enough to go to the aid of a wounded marine. Encountering the enemy at close-range, he proceeded to hurl hand grenades into the bunkers and, utilizing his carbine to best advantage in savage hand-to-hand combat, succeeded in killing at least three of the enemy. Struck down by the concussion of grenades on three occasions during the subsequent action, he steadfastly refused to be evacuated for medical treatment and continued to lead his platoon in the assault for a period of nearly four hours, repeatedly encouraging his men and maintaining superb direction of the unit. With the attack halted, he set up a defense with his remaining forces to prepare for a counterattack, personally checking each position, attending to the wounded and expediting their evacuation. When a relief of the position was effected by another unit, he remained to cover the withdrawal

and to assure that no wounded were left behind. By his exceptionally daring and forceful leadership in the face of overwhelming odds, 2d Lt. O'Brien served as a constant source of inspiration to all who observed him and was greatly instrumental in the recapture of a strategic position on the main line of resistance. His indomitable determination and valiant fighting spirit reflect the highest credit upon himself and enhance the finest traditions of the U.S. Naval Service.

ACCREDITED TO: Big Spring, Howard County, Texas
AWARDED POSTHUMOUSLY: No
PRESENTATION DATE & DETAILS: October 27, 1953
The White House, Presented By Pres. Dwight D. Eisenhower
BORN: September 10, 1926, Fort Worth, Tarrant County, TX, United States
DIED: March 11, 2005, Midland, TX, United States
BURIED: Texas State Cemetery (Mh), Monument Hill Section, Row B,Grave 15, Austin, TX, United States

LESSON C17

William H. Carney: Commitment in Action

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Counseling, Leadership, Civil War

OBJECTIVES

Students will:

- understand the historical context of African American soldiers in the U.S. Army during the Civil War
- evaluate how courage transcends race and citizenship status through individual decisions and actions
- utilize comparison skills to analyze a broader context of Recipients' actions

Medal of Honor Focus: William H. Carney, U.S. Army, U.S. Civil War

Teacher Preparation:

Preview the "Brief Overview of Black Soldiers During the U.S. Civil War" handout. Review civil discourse protocols with students as this lesson contains content that may be sensitive.

Note: Color Sergeant (stated in the citation for Medal of Honor Recipient William Carney) is a member of the regiment who is charged with the flags or "colors" of the regiment during service. During the Civil War, regiments used their colors not only in ceremony, but also during battle. According to the United States Army, "During the Civil War, men were trained to follow their colors in battle, to 'rally' around them, and generally to use them to maintain unit cohesiveness. Unit colors were a great source of pride, and victories or defeats were often expressed in terms of colors being captured from or lost to the enemy."

Introductory Activity:

Show the American Battlefield Trust video "Brothers in Valor: Recipient Melvin Morris Visits Morris Island, South Carolina."

As students watch the video, have them record four facts and at least one question they have from the video. Briefly discuss these facts and questions as a class, creating a common class consensus list if desired.

Whole Group Activity:

Provide students with the "Brief Overview of Black Soldiers during the U.S. Civil War" handout. Before students begin their reading, be sure to note that African Americans (freed or enslaved) were not considered citizens of the United States until passage of the 15th Amendment in 1869.

Small Group Activity:

Assign students to groups of three or four. Distribute the William H. Carney handout and instruct the groups to review the information. Using the resources they have been provided, including both handouts and the video, students will analyze the actions of William H. Carney and answer the questions.

Groups will present their explanations, citing evidence for their conclusions.

Individual Activity:

Have students write a formal letter to William H. Carney, the first African American Recipient of the Medal of Honor. In their letter, students should reflect on the significance of Carney's actions and how his actions may have influenced others in the United States. Students may cite secondary sources, including the video with Recipient Melvin Morris.

Concluding Activity:
Have students share their letters with the class. Lead a class discussion identifying similarities and differences among the students' approaches to the letter assignment.

Assessment:
Group presentation, letter

Resources:
"Brief Overview of Black Soldiers during the U.S. Civil War" handout, William H. Carney handout, "Brothers in Valor: Recipient Melvin Morris Visits Morris Island, South Carolina" video, worksheet

Extended Activities:
Ask students to write an updated citation for William H. Carney using multiple sources.

Ask students to defend a position that demonstrates how the actions of William H. Carney exemplified one or more of the core values.

For Further Research:
National Park Service provides articles, battlefield history, and synopses to research: https://www.nps.gov/history/

More Reading on the 54th Massachusetts Volunteer Infantry Regiments Including Photographs, Portraits, and History: http://masshist.org/

Brief Overview of Black Soldiers During the U.S. Civil War

"Who would be free themselves must strike the blow....I urge you to fly to arms and smite to death the power that would bury the Government and your liberty in the same hopeless grave. This is your golden opportunity."

— Frederick Douglass, 1863

The bloodiest conflict on North American soil, the US Civil War (1861-1865) not only cost thousands of lives; it also challenged the existence of our young nation. Although historians provide several reasons for the causes of the war, the status of well over four million enslaved persons remained at the forefront of the conflict. In 1863, President Abraham Lincoln issued the Emancipation Proclamation stating,

"all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom."

While Lincoln's proclamation did not immediately emancipate enslaved persons or effectively end slavery, by issuing the proclamation during the Civil War, Lincoln boldly stated the likely end of enslavement should the Union prevail in the conflict. The Emancipation Proclamation also served as a catalyst for allowing black men to serve in the United States Armed Forces.

Immediately following, Governor John Andrew of Massachusetts, assisted by former slave and abolitionist Frederick Douglass, organized the first black regiment in the United States Army. Recruits poured into Massachusetts to join the newly formed 54th Massachusetts Colored Infantry. In fact, overwhelming response to the regiment forced the creation of another regiment—the 55th Massachusetts Voluntary Infantry. Initially, the regiments only served in manual labor capacities, but by July of 1863 the 54th Massachusetts engaged Confederate troops in South Carolina. Two days after the skirmish on July 18, 1863, the 54th Massachusetts spearheaded a now-infamous assault upon Battery Wagner on Morris Island that defended the Southern portion of Charleston Harbor.[1] Although the assault did not lead to the capture of Battery Wagner, the courageous actions of the 54th Massachusetts proved the integrity and commitment of Black soldiers serving in the US military. The 54th and 55th Massachusetts regiments continued service throughout the Civil War and their success led to the recruitment of over 179,000 Black soldiers by the end of the conflict.[2]

Notably, although "freedmen," these soldiers were not citizens of the United States. Citizenship, sought by abolitionists and freedmen alike, became a political and social goal. As noted by Frederick Douglass on April 6, 1863, "Once let the black man get upon his person the brass letter, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, there is no power on earth that can deny that he has earned the right to citizenship." It would not be until the passage of the 15th Amendment to the United States Constitution in 1870 that "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude."[3] Undeniably, the courage, commitment, and sacrifice of Black soldiers in the Civil War served to turn the tide of the war, and ultimately ended slavery and ensured the rights of citizenship to all persons born in the United States.

[1] https://www.nps.gov/articles/54th-massachusetts-regiment.htm
[2] https://www.archives.gov/education/lessons/blacks-civil-war
[3] https://www.archives.gov/founding-docs/amendments-11-27

William H. Carney

Citation

When the color sergeant was shot down, this soldier grasped the flag, led the way to the parapet, and planted the colors thereon. When the troops fell back he brought off the flag, under a fierce fire in which he was twice severely wounded.

Born: February 29, 1840, Norfolk, VA

Died: December 9, 1908, New Bedford, MA

Early Life

Carney was born into slavery in Norfolk, Virginia, in 1840. His family was eventually granted freedom and moved to Massachusetts, where Carney was eager to learn and secretly got involved in academics, despite laws and restrictions that banned blacks from learning to read and write.

Carney had wanted to pursue a career in the church, but when the Civil War broke out, he decided the best way he could serve God was by serving in the military to help free the oppressed.

Military Service

In March 1863, Carney joined the Union Army and was attached to Company C, 54th Massachusetts Colored Infantry Regiment, the first official black unit recruited for the Union in the north. Forty other black men served with him, including two of famed abolitionist Frederick Douglass' sons.

Within a few months, Carney's training would be put to the ultimate test during the unit's first major combat mission in Charleston, South Carolina.

Medal of Honor

Action: Fort Wagner, South Carolina: July 18, 1863

On July 18, 1863, the soldiers of Carney's regiment led the charge on Fort Wagner. During the battle, the unit's color guard was shot. Carney, who was just a few feet away, saw the dying man stumble, and he scrambled to catch the falling flag.

Despite suffering several serious gunshot wounds himself, Carney kept the symbol of the Union held high as he crawled up the hill to the walls of Fort Wagner, urging his fellow troops to follow him. He planted the flag in the sand at the base of the fort and held it upright until his near-lifeless body was rescued.

Even then, though, he didn't give it up. Many witnesses said Carney refused to give the flag to his rescuers, holding onto it tighter until, with assistance, he made it to the Union's temporary barracks.

Awarded: May 23, 1900

For his bravery, Carney was awarded the Medal of Honor on May 23, 1900.

His legacy serves as a shining example of the patriotism that Americans felt at that time, despite the color of their skin.

Source: Lange, Katie. Meet Sgt. William Carney: The First African American Medal of Honor Recipient. DOD News, US Department of Defense. 8 February 2017.

LESSON C17 WORKSHEET

Name _____ **Period** _____

1. Why would regimental colors be important to the men of the 54th Massachusetts regiment?

2. How do the actions of William H. Carney exemplify commitment and courage?

3. What is significant about Carney's actions?

4. How did Carney's actions live up to the modern standard for Medal of Honor actions: "...gallantry and intrepidity at the risk of his life above and beyond the call of duty...."?

5. How does Carney's status as a non-citizen affect your views of his actions?

"These children today are our leaders tomorrow. I tell them, love your community. Love your family.... You are your brother's keeper."

- MELVIN MORRIS

CITIZENSHIP AND PATRIOTISM

LESSONS

QUOTES ABOUT CITIZENSHIP AND PATRIOTISM

"One visit to a country without freedom makes one realize that freedom is a precious gift worth fighting for."
– ERNEST E. WEST, ARMY-KOREAN WAR

"We are extremely lucky to live in a nation where the dreams for our lives can be fulfilled."
– MELVIN E. BIDDLE, ARMY-WORLD WAR II

"Go with honor, return with honor. That is America in action."
– GEORGE E. DAY, AIR FORCE-VIETNAM WAR

"The greatest gift I can leave my children is their heritage."
– EINER H. INGMAN, ARMY-KOREAN WAR

"Our freedom, envied the world over, was attained at great personal sacrifice – we cannot allow it to wither away through apathy."
– THOMAS J. HUDNER, JR., NAVY-KOREAN WAR

"To be an American comes with many rights, privileges, and responsibilities. It is our duty to honor, defend and preserve them for future generations."
– RICHARD A. PITTMAN, MARINE CORPS-VIETNAM WAR

"… I believe in liberty and justice and will fight to defend the dignity of man."
– RICHARD K. SORENSON, MARINE CORPS-WORLD WAR II

"If one dishonors God or his country, he dishonors himself."
– RAYMOND M. CLAUSEN, MARINE CORPS-VIETNAM WAR

LESSON D1

What Is Patriotism?

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, World War II, Korean War

OBJECTIVES

Students will:

• define and identify examples of patriotism

Medal of Honor Focus: John Finn, U.S. Navy, World War II (Pearl Harbor); Joseph Rodriguez, U.S. Army, Korean War

Introductory Activity:

Create a graphic organizer on the board using the following categories: word, definition, examples (e.g. voting), antonyms (e.g. not voting). Ask students to create their own version of the graphic organizer as well. A lined paper can be folded into four sections and labeled accordingly. Place the word "patriotism" as the word to define in the upper left hand corner in the graphic organizer and guide students to complete the rest with a definition of the word, examples of the word, and antonyms of the word.

Whole Group Activity:

Show students the videos of John Finn and Joseph Rodriguez and have them record examples of patriotism as they watch the videos.

Small Group/Individual Activity:

Place students in small groups to compare examples. They should look at each example from John Finn and Joseph Rodriguez and discuss the choices each man made.

Whole Group Activity:

Lead a discussion based on why John Finn and Joseph Rodriguez acted as they did. Also ask students for current day actions of patriotism, e.g. voting, volunteering.

Concluding Activity:

Ask students to re-define the word "patriotism" on a note card and give one example from a Medal of Honor Recipient and one action they have seen in their lives.

Assessment:

Graphic organizers, discussion, definition

Resources:

John Finn and Joseph Rodriguez Living History videos, notecards

Extended Activity:

Students can research the Pledge of Allegiance and use a thesaurus to more deeply define the words. The students can then write a short essay on how Medal of Honor Recipients John Finn and Joseph Rodriguez exemplified the meaning of the Pledge of Allegiance.

"Everything that we're able to do, all the freedoms that we enjoy, are because of this great country. All of us have an obligation to support that."

- GORDON ROBERTS

LESSON D2

Defining Citizenship

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Political Science, War on Terrorism

OBJECTIVES

Students will:

- analyze the meaning of citizenship
- make connections to their citizenship within different groups
- identify ways to improve their roles as members of a community
- establish their roles as citizens and their responsibilities to the community members of the larger group

Medal of Honor Focus: William "Kyle" Carpenter, U.S. Marine Corps, War on Terrorism (Afghanistan)

Introductory Activity:

Provide a definition for citizenship and clarify the meaning for the students. Then discuss different types of communities of which one can be a citizen. After this discussion, model the activity by identifying the different communities of which you are a part.

Individual Activity:

Have students complete the worksheet to identify the communities to which they belong and choose one community to analyze by documenting their roles and responsibilities as well as the quality of their membership in that community.

Whole Group Activity:

Show the video of William "Kyle" Carpenter.

Concluding Activity:

Have students complete the back of the worksheet to identify the roles and responsibilities Kyle Carpenter has as a member of his communities. Then, students should revisit their roles and responsibilities within all of their identified communities and describe ways that they can grow as citizens.

Assessment:

Worksheets

Resources:

Worksheets, William "Kyle" Carpenter Living History video

Extended Activity:

Research a service group, and write a report on what its volunteers do and how they improve the community. Draft a proposal for a personal service plan.

Name _____ **Period** _____

Defining Citizenship

Citizenship is...

1: the status of being a citizen <He was granted U.S. citizenship.>

2a: membership in a community (as a college) **b:** the quality of an individual's response to membership in a community <The students are learning the value of good citizenship.>

"Citizenship." Merriam-Webster.com. Merriam-Webster, n.d. Thu. 21 Dec. 2023.

Identify the different communities that you are a member of:

_____

_____

_____

Choose one of the communities that you belong to and analyze the following:

Which community did you choose to analyze and why?

_____

_____

_____

What is your role within this community?

_____

_____

_____

What are your responsibilities to your fellow citizens within this community?

_____

_____

_____

How are the other citizens responsible to you in this community?

_____

_____

_____

Name _____ **Period** _____

William "Kyle" Carpenter

Community	Role(s)	Responsibilities to others in that community	Others' responsibilities to Kyle Carpenter within that community
Family			
Military			
Medal of Honor Recipients			

How could you improve your citizenship within the communities that you belong to?

_____

_____

"We're all the same—we're Americans."

- ERNIE WEST

LESSON D3

Honoring Citizen Heroes

LESSON TIME

1

CLASS SESSION

Suggested Application: Language Arts, Leadership

OBJECTIVES

Students will:

- work collaboratively to analyze Citizen Honors nominations, debate who should be awarded, and defend their selection with reasoning and evidence
- reflect on ways they can contribute to their own communities

Introductory Activity:

Review the history and purpose of the Citizen Honors award, using Lesson A4 if needed.

Small Group Activity:

Divide students into groups of four to six and give each group an envelope that contains the eight preselected nominations (available for download at www.cmohs.org) for the Citizen Honors award. Provide the following directions, and announce time limits ("You should now have eliminated one option"…. "two options"….etc.) to keep the groups on task.

Directions for Student Groups:

- Have each person silently read one or two of the nominations and then summarize what they have read to the group.
- Once each person has shared, your group should deliberate which nomination will earn your recommendation for the Citizen Honors award.
- Listen to the time limits given by the teacher and eliminate options until you are left with only one nomination.
- When the group has chosen your final nominee, review the reasons that you chose that nomination.
- Choose a group leader to share your reasoning with the class.

Whole Group Activity:

Lead a discussion in which each group leader shares their chosen nomination and the reasons why their group chose that nominee. Keep track of responses and reasonings as the students share out. It works well to list the nominees on the board and tally during the discussion.

Small Group Activity:

Direct each group to discuss the results of the selection activity and the reasoning behind those results.

Whole Group Activity:

Show the class pictures of the actual Citizen Honors awardees and provide more detail on each of them. Direct a conversation on whether learning more about the awardees including their full story--gender, age, etc.--would have changed their selections. Students should offer their thoughts and reasoning on their final decision.

LESSON D3

Concluding Activity:
Ask students to write a reflection on the difficulty of having to choose only one awardee when so many people are deserving of the recognition. Students can elaborate on how learning about various Citizen Honors awardees has changed or enhanced their understanding of what they can do to help within their communities.

Assessment:
Discussion, reflection

Resources:
Preselected Citizen Honors nominations, slides with pictures, and additional information on the Citizen Honors nominees (all available at www.cmohs.org)

Extended Activity:
Students can research local heroes and submit a nomination for the Citizen Honors Awards on our website.

Students can work together to create a classroom or school citizen award. They should work together in groups to choose the criteria for the award, write nomination guidelines, establish selection guidelines, and then carry out the process from announcement through award. This assignment also works with pre-existing school or classroom student recognition awards such as Student of the Month.

LESSON D4

Hero vs. Idol

LESSON TIME

1

CLASS SESSION

Suggested Application: History, Language Arts, Vietnam War, War on Terrorism

OBJECTIVES

Students will:

- compare and contrast the terms hero and idol
- identify the characteristics of a hero

Medal of Honor Focus: Sammy Davis, U.S. Army, Vietnam War; Leroy Petry, U.S. Army, War on Terrorism (Afghanistan); or Patrick Brady, U.S. Army, Vietnam War

Introductory Activity:

Have students draw two columns on a piece of paper and label them "hero" and "idol". Then, have the students fill in people's names under the two categories. They can choose people they personally know or famous individuals they have never met. After giving them some time to fill in their personal charts, lead a discussion and write the students' heroes on the board as they share them with the class.

Afterwards, discuss as a class what makes a "true" hero. The students may write that a hero is a person who exhibits bravery, courage, and may be willing to put his or her life on the line for others while the definition on an idol may include someone who is adored and admired for celebrity or fame.

Whole Group Activity:

Show the video featuring Sammy Davis, Leroy Petry, or Patrick Brady and have students take notes on what they think makes him a "true hero."

Small Group/Individual Activity:

Place students in groups of four and instruct them to discuss if the person or people they originally chose as heroes truly fit the category. The groups will decide if they need to identify new people as heroes based on what they learned. Students will continue to work in their small groups and write more characteristics for each column of the original paper/comparison chart under their written definitions.

Concluding Activity:

Have students share their comments and analysis regarding the characteristics of Sammy Davis, Leroy Petry, or Patrick Brady and his heroism. As a class, discuss whether they changed their vision of their hero or not. Individually, students should write a reflection about a Medal of Honor Recipient as an example of a hero, drawing connections to the lists made at the beginning of the class of heroes and idols.

Assessment:

Charts, reflection

Resources:

Chosen Medal of Honor Recipient Living History video

"It didn't matter who you were or where you were from. We looked out for one another."

- JACK LUCAS

LESSON D5

Acrostic Poetry

LESSON TIME

1

CLASS SESSION

Suggested Application: Language Arts

OBJECTIVES

Students will:

- learn about acrostic poetry
- learn about a Medal of Honor Recipient

Medal of Honor Focus: Any Medal of Honor Recipient (Example: Hiroshi Miyamura, U.S. Army, Korean War)

Introductory Activity:
Review the process of creating an acrostic poem. Introduce the lesson by explaining that an acrostic poem does not rhyme and has no syllable count. An acrostic poem uses all letters in a topic word. All of the lines of the poem should relate to or describe the word.

Whole Group Activity:
Guide the class to make an acrostic poem about a commonly known person and place it on the board.

Small Group/Individual Activity:
Have students randomly select a Medal of Honor Recipient from an envelope (these are pre-selected by the teacher from the Medal of Honor website or list of Recipients in the Index). The students will then research their Recipient and create an acrostic poem based on the first and last name of the Recipient.

Whole Group Activity:
Have students post their poems in the room, and then, in a gallery walk format, have students walk around the classroom and view all poems.

Concluding Activity:
Using a notecard, students will explain why they chose the words and descriptions that make up their acrostic poem.

Assessment:
Poem, notecard

Resources:
Sample Acrostic poem, notecards, envelope of Recipient names

Extended Activity:
Students will select a poem, not their own, and make inferences about the Recipient.

SAMPLE ACROSTIC POEM

Hiroshi Miyamura

Fought in C**H**osin Relatives were
Interned Japanese American in a
wa**R** against the Japanese Outnumbered
by Chinese tr**O**ops
Told squad member**S** to retreat while he covered them
He kicked away a grenade
Pr**I**soner at POW camp

Captive in POW ca**M**p for 27 months
Intense cold!
"Get up, **Y**ou are my prisoner."
M**A**chine gun squad leader
Feels hu**M**bled by the waving flag Weather and terrain were
Unrelenting
P**R**oved his loyalty to his country
U. S. Army, Kore**A**, 1951

LESSON D6

Music's Role During War

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, Music, Vietnam War, War on Terrorism

OBJECTIVES

Students will:

- identify theme, tone, imagery used in past and current war songs
- describe effects of war songs on community opinions
- draw conclusions about public perception based on war songs
- identify the author's purpose in song lyrics
- infer how an individual is inspired to take action through song
- evaluate the changing tone in music between the Vietnam War and the War on Terrorism

Medal of Honor Focus: Michael E. Thornton, U.S. Navy, Vietnam War

For the Teacher:

Before class, display the following quotation in the classroom for the concluding activity: "I think everybody has to sacrifice for something great. Nothing is given to you; you have to work for it." —Michael E. Thornton, Vietnam War

Introductory Activity:

Respond to the following journal prompt: "Have you ever fought for or stood up for something you strongly believed in when most people thought you were wrong?" Explain this incident and how it made you feel.

Whole Group Activity:

Show the video about Michael Thornton, and have students list moments that stood out as noble or heroic. After the class views the video, lead a group discussion. Ask students to imagine that those who served in the Vietnam War, even Thornton himself, were scorned by the majority of the public. The signs of the times are usually depicted in the music of that era. Never has this been more evident than during the Vietnam War era.

Listen to the songs "War" by Edwin Starr and "Fortunate Son" by Creedence Clearwater Revival, written during the Vietnam War. Discuss how the artists' feelings about war are reflected in these songs. Listen to the songs "Courtesy of the Red White and Blue" by Toby Keith and "Iraq and Roll" by Clint Black, written during the War on Terrorism. Discuss how these songs portray different perceptions about the two conflicts.

Small Group/Individual Activity:

Divide students into small groups. Distribute lyrics from the song list that reflect a variety of opinions on different wars.

Ask students to identify tone, theme, imagery, and author's purpose for each song. They should infer when the song was written and why. Each group is responsible for recording their responses.

Whole Group Activity:
Have student groups share their thoughts and findings with the class and point out connections and common literary devices in the songs. Song excerpts may be played.

Concluding Activity:
Refer to the initial quotation and inferences about lyrics. As a group, students will reflect how their own thoughts about the quotations relate to the group consensus about war.

Assessment:
Discussion; student work on tone, theme, imagery, and author's purpose; reflection

Resources:
Mike Thornton Living History video, handouts of song lyrics, songs to play in class

ADDITIONAL SUGGESTED SONGS

World War I
"America" ("My Country 'Tis of Thee") by Samuel Francis Smith

"Over There" by George M. Cohan

"The Old Grey Mare" by Unknown

"Hail! Hail! The Gang's All Here" by D.A. Estron

World War II
"God Bless America" by Irving Berlin

Vietnam War
"The Times They Are A 'Changin'" by Bob Dylan

"Where Have All the Flowers Gone" by Pete Seeger

"For What It's Worth" by Stephen Stills

"Joy to the World" by Three Dog Night

"Give Peace a Chance" by John Lennon

"We Gotta Get Out of This Place" by Barry Mann and Cynthia Weil

"Star Spangled Banner" Jimmy Hendrix Guitar Rendition

"Imagine" by John Lennon

"Eve of Destruction" by Barry McGuire

War on Terrorism
"Whatever Happened to Peace on Earth" by Willie Nelson

"The Final Straw" by REM

"In a World Gone Mad" by The Beastie Boys

"Have You Forgotten" by Darryl Worley

LESSON D7

War in Social Context

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Social Studies, Political Science, Sociology, World War II, Korean War, Vietnam War

OBJECTIVES

Students will:

- evaluate the mood of a country at war
- compare and contrast the views of three individuals who had different experiences at war and circumstances as they returned home
- analyze the country's reaction to military personnel when they returned home

Medal of Honor Focus: Hershel Williams, U.S. Marine Corps, World War II (Pacific); Tibor Rubin, U.S. Army, Korean War; and Sammy Davis, U.S. Army, Vietnam War

For the Teacher:

Prepare the room by setting up the videos and writing the following three comments on the board:

1. During World War II the entire nation was behind the war effort, and service members were welcomed home.
2. The Korean War is often called the "forgotten war."
3. American sentiment turned against the Vietnam War, and service members were often shunned when they returned home.

Place three flip charts in separate corners, one for each war/video.

Introductory Activity:

Have students read "The Four Freedoms" by President Franklin Delano Roosevelt.

Briefly highlight freedom of speech, freedom of worship, freedom from want, and freedom from fear as core values that provided ideological reasons for opposing the Axis Powers in World War II.

Explain that the Korean War should be viewed in the context of "containment" (George F. Kennan: Soviet expansionism should be "contained" and eventually capitalism would defeat communism) and the Truman Doctrine (send economic and military support to countries to fight off communism).

To highlight the open-ended commitment to containment that carried into the Vietnam War, read the following excerpt from President John F. Kennedy's Inaugural Address: "Let every nation know that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty."

Whole Group Activity:

Show students the videos of Medal of Honor Recipients Hershel Williams, Tibor Rubin, and Sammy Davis, and have them take notes about the different war experiences, thinking about the most memorable moments or statements.

Small Group/Individual Activity:

Divide the class into three groups. Set up three stations (one for each Recipient/conflict) and rotate groups through the stations. On the flip charts, students should write the key "take-away," the most important moment, or a memorable statement. Answers may not be repeated. After three minutes, students move to the next board.

Whole Group Activity:
Have students reassemble and discuss the following questions:

- How did the groups differ in their perceptions?
- What are the similarities among the Recipients?
- What are the differences among the Recipients?

Individual Activity:
Ask students to imagine that they had the opportunity to conduct an interview with any Medal of Honor Recipient. Have the students research that Recipient and then write one- to two-page (200-500 words) response detailing what that person might have thought was the most important value connected with the action that led to the Medal.

Concluding Activity:
Remind students of the comments written on the board at the beginning: During World War II the entire nation was behind the war effort and service members were welcomed home; the Korean War is often called the forgotten war; and American sentiment turned against the Vietnam War, and service members were often shunned when they returned home. Ask students if those circumstances may have influenced the perspectives of these and other Medal of Honor Recipients from these wars, or if their views were independent of the national mood.

Assessment:
Class participation, essay

Resources:
"The Four Freedoms," Franklin D. Roosevelt's Address to Congress on January 6, 1941

President John F. Kennedy's Inaugural Address, Friday, January 20, 1961

Hershel Williams, Tibor Rubin, and Sammy Davis Living History videos; flip charts

Extended Activities:
Ask students to read excerpts from Killer Angels, a historical novel about the Battle of Gettysburg during the Civil War, or view the clip from the movie Gettysburg at the scene in which Colonel Chamberlain is convincing the prisoners from Maine to join his regiment in battle. What is the significance of the Gettysburg battle, and why were they fighting? Discuss which issues are universal.

Have students watch the scene from the movie Gettysburg in which Colonel Chamberlain is on Little Round Top when the Confederates begin their charge to flank the Union Army. Discuss the courage and decision-making of the various soldiers, the military charges, and decision to "man bayonets."

Have students locate the battle sites where the three Medal of Honor Recipients in the videos fought. What role did geography play in these battles?

Have students research the technology of these battles, including weaponry and medicine. What role did weapons, technology, and medicine play in these battles?

LESSON D8

A Belated Honor

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, Vietnam War

OBJECTIVES

Students will:

- effectively use before, during, and after reading strategies
- use context clues to understand word meanings
- interpret a service members's words and actions in the context of citizenship

Medal of Honor Focus: Alfred Rascon, U. S. Army, Vietnam War

Introductory Activity:

Ask students to respond to the following: "Have you ever done something that you were proud of, but never acknowledged for? Explain your response."

Whole Group Activity:

Read the Portrait of Valor for Alfred Rascon. Revisit the original prompt. Discuss Alfred Rascon's actions as they relate to receiving the Medal of Honor.

Whole Group Activity:

View the Alfred Rascon video and complete the viewing guide.

Small Group/Individual Activity:

Break students into small groups and ask them to discuss Rascon's feelings about his ethnicity. Why do you think his friends acted as they did? How do his feelings about his ethnicity compare to your own? Discuss your responses in small groups.

Concluding Activity:

Have students respond to one of the three essay prompts on the worksheet.

Assessment:

Viewing guide, essay

Resources:

Alfred Rascon Portrait of Valor and Living History video, worksheet

AMERICAN BY CHOICE – LONG KNANH PROVINCE, SOUTH VIETNAM, 1966

At the age of four, Alfred Rascon came to the United States from Chihuahua, Mexico with his parents. He became a legal resident a few years later and would always think of himself as "an immigrant by birth, an American by choice." Growing up near California's Port Hueneme Naval Station during the Korean War, he was fascinated by the military; he made parachutes out of old sheets and staged imaginary combat jumps off the roof of his house. At seventeen he enlisted in the army and became a medic in the 173rd Airborne Brigade.

In the spring of 1966, Specialist Fourth Class Rascon's reconnaissance platoon was part of a major operation in the jungles of Long Khanh Province. His battalion had been running into resistance from small units of North Vietnamese troops for a few days and, more ominously, finding large caches of weapons and supplies, which suggested that an offensive was being planned.

Early in the morning of March 16, the 1st Battalion's sister battalion a mile away came under a severe North Vietnamese attack. Shortly after Rascon's unit moved to reinforce it, its point men came under came upon the enemy setting up an ambush. A firefight broke out, beginning what Rascon would later recall as "ten minutes of hell."

Ignoring orders to stay sheltered, "Doc" Rascon ran forward to tend to the wounded, who were lying along a narrow trail that was exposed to devastating fire from in front. He made his way through the intense fire to a badly hurt machine gunner; as he crouched over him, Rascon was hit by shrapnel from grenades and a bullet that entered his hip and exited at his shoulder blade. He dragged the man back, but by the time they reached cover, the gunner was dead.

When a second wounded machine gunner yelled, "Need ammo!" Rascon crawled through heavy fire to bring him bandoliers of ammunition. Then fearing that an abandoned machine gun could fall into enemy hands, he crawled back to retrieve it, but a grenade exploded, spraying shrapnel in his face. Later he used his body to shield another downed GI from fire as he administered treatment to him, saving his life.

Out of the corner of his eye, he saw a grenade land near a sergeant who had already been hit; he jumped up and threw his body over the man. The explosion blew the helmet off Rascon's head and the rucksack off his body. He lay there for a moment in the midst of all the fighting bleeding from his ears, mouth, and nose. He refused morphine because he didn't want to be incapable of treating his wounded comrades. When he began drifting in and out of consciousness, he was taken to a field hospital. When he came to, the clean sheets made him think he was back home – until he saw that the patient in the next bed was a North Vietnamese soldier.

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

ALFRED RASCON

Specialist Fourth Class, U.S.Army Reconnaissance Platoon, Headquarters Company, 1st Battalion (Airborne), 503rd Infantry, 173rd Airborne Brigade (Separate)

BORN:
September 10, 1945
Chihuahua, Mexico

ENTERED SERVICE:
Los Angeles, California

BRANCH:
U.S. Army

DUTY:
Vietnam War

CONGRESSIONAL MEDAL of HONOR SOCIETY

Rascon heard that he had been recommended for the Medal of Honor but didn't pay any attention to the rumor. He spent three months in a hospital in Japan, and then was sent home. Upon his discharge from the Army in 1966, he joined the reserves, went to college, and finally became a naturalized citizen. In 1969, he returned to active duty and was commissioned a second lieutenant. He then returned to Vietnam in 1972 for another tour.

In 1993, some of the men whose lives Rascon had saved in 1966 heard that the recommendation for his medal had gotten lost in red tape. Without Rascon's knowledge, they asked the Army to reopen the files. They took the case to Illinois Representative Lane Evans of the House Veterans Affairs Committee, who passed the information on to the White House. On February 8, 2000, with the men he had saved looking on, Alfred Rascon received the Medal of Honor from President Bill Clinton.

ALFRED RASCON

Specialist Fourth Class, U.S.Army Reconnaissance Platoon, Headquarters Company, 1st Battalion (Airborne), 503rd Infantry, 173rd Airborne Brigade (Separate)

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

CONGRESSIONAL MEDAL of HONOR SOCIETY

Name_____ **Period** _____

Viewing Guide

BEFORE

Read Alfred Rascon's Portrait of Valor profile.

DURING (Answer the following questions)

1. Where was Alfred Rascon born? What state did he move to at a very early age?
2. Alfred Rascon states Mexicans were viewed and treated equally in the town where he lived. He also says, "I tell people I'm immigrant by birth, American by choice." Does this mean he is proud of or ashamed of his Mexican heritage?
3. What was Alfred Rascon's occupations specialty in the Army when he was 17?
4. The word "caches" of weapons most likely means what?
5. All of a sudden, the troops were getting "mortared." What do you think this word most likely means?
6. What was "Doc Rascon" ordered to do when the unit was being attacked by the Vietnamese? What specifically did he do instead?
7. Despite heavy fire, what did Alfred Rascon retrieve for the wounded gunman?
8. What did a grenade finally do to Alfred Rascon?
9. Alfred Rascon said once the grenade exploded, he "didn't want to play anymore." What did he mean, and what did he end up doing?
10. How did Alfred Rascon use his body to help the soldier with the back wound?
11. How did the Army explain the delay in awarding Alfred Rascon's Medal?
12. How many years passed from the time of Alfred Rascon's action until he was awarded the Medal?
13. Which President awarded Alfred Rascon the Medal of Honor?

AFTER (Respond to one of the following essay prompts)

1. "People may know there are thousands of people who deserve rewards, but it's just the circumstances of what's there. Sometimes people aren't there to write them up." What do you have to say for those people who have demonstrated valor but have not been nominated for the Medal? Consider that two witnesses need to nominate a service member for the Medal. Do you think that is fair? If not, what steps should be taken to remember those people not honored?
2. When asked why they worked so hard to ensure that Alfred Rascon received the Medal of Honor, one of Rascon's unit-mates said, "We don't want to change history, we just want to correct it." Think of another well-known moment in history when a person/people tried to "correct" it. What actions did they take/are they taking to "correct" history? Include what happened in the first place that needed "correcting."
3. If you were to witness an injustice happening to a friend, what would you do to correct it? Compare your actions to those of Alfred Rascon's friends.

LESSON D9

Dr. Mary Walker: Citizen with Honor

LESSON TIME

1

CLASS SESSION

Suggested Application: Language Arts, Social Studies, Science, Civil War

OBJECTIVES

Students will:

- learn of the civilian and military contributions of Dr. Mary Walker
- research the past and current regulations of receiving the Medal of Honor
- examine the definition of citizenship
- write an argument using persuasive language

Medal of Honor Focus: Dr. Mary Walker, Civil War

Teacher Preparation:

Students should have a good understanding of the Medal of Honor and Citizen Honors and should have completed Lesson D2, "Defining Citizenship," prior to doing this lesson.

Introductory Activity:

Hand out the worksheet and explain that students are to watch the video and write down examples of how Dr. Mary Walker exemplified the six core values in both civilian and military life. Show the class the video on Dr. Mary Walker (a short and a long option are available).

After watching the video, have students compare answers with a partner.

Whole Group Activity:

Recreate the first chart from the worksheet on the board and ask students to give examples from their work to create the master class chart. Lead discussion on those examples.

Small Group/Individual Activity:

Students will use information from the video, supplementing with their own research, to answer the three questions in the second chart on the worksheet. Students must support their responses with evidence.

Whole Group Activity:

Lead discussion on evidence-based findings.

Individual/Small Group Activity:

Ask students to use persuasive language and evidence to create a nomination for Dr. Mary Walker to receive the Citizen Honors award on the second worksheet.

Concluding Activity:

Students will make connections to how they can use Dr. Mary Walker's story to inspire their citizenship using the final question of the worksheet. Finish by leading a class discussion about how students can and will serve others.

Assessment:

Worksheets, class discussion

Resources:

Dr. Mary Walker video, worksheets

LESSON D9 WORKSHEET

Name_____ **Period** _____

Dr. Mary Walker: Citizen with Honor

Fill in the chart with examples from the video.

Examples from Civilian Life	Core Value	Examples from Military Life
	citizenship	
	commitment	
	courage	
	integrity	
	patriotism	
	sacrifice	

Research and support your responses with evidence.

Question	Response	Evidence
Why is Dr. Mary Walker the only woman to have received the Medal of Honor?		
Why was Dr. Mary Walker's Medal of Honor revoked in 1917?		
Why was Dr. Mary Walker's Medal of Honor reinstated in 1977?		

LESSON D9 WORKSHEET

Name_____ **Period** _____

Dr. Mary Walker was awarded the Medal of Honor in 1865 for her work during the Civil War, but she also greatly contributed to her communities as a civilian. Write a paragraph in which you nominate her for the Citizen Honors award.

CITIZEN HONORS NOMINATION FORM

Nominee Name: Dr. Mary Walker

Is this nomination for a singular act or ongoing service acts?

❑ Single Act of Heroism ❑ Ongoing Service Acts

Description of singular act or ongoing service acts. Please include evidence/examples that support your nomination.

When you think about all the ways Dr. Mary Walker served others in her lifetime, in what ways are you inspired to serve others within your community? Record your thoughts in a written reflection.

"We as individuals owe something to this country—this country was not a free thing."

- CHARLES HAGEMEISTER

LESSON D10

Make Your Senses Work

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, Vietnam War

OBJECTIVES

Students will:

- define and state examples of imagery
- make connections to the Recipient's actions
- appreciate the extent of sacrifice involved in patriotism

Medal of Honor Focus: Leo Thorsness, U.S. Air Force, Vietnam War

Introductory Activity:

Ask students to respond to the following prompt: "Using your five senses, describe a football game." Any school-sponsored activity can replace the football game. Students will share their answers with a partner.

Whole Group Activity:

Ask a few students to share their responses with the whole class.

Define "imagery" and guide the students to connect imagery to the previous activity.

Small Group/Individual Activity:

Show the video about Leo Thorsness. While viewing the video students will complete the chart on the worksheet by writing things they can imagine seeing, hearing, touching, smelling, and tasting in the story.

Whole Group Activity:

Check for understanding with a discussion of the worksheet.

Concluding Activity:

Lead a discussion about the five senses and Leo Thorsness' story. The students will write responses to the following tasks:

1. Define imagery.
2. Identify one thing that stood out about the sensory images of war.
3. In light of Thorsness' vivid descriptions of war, how do you think he would explain patriotism?

Assessment:

Responses, worksheet discussion

Resources:

Leo Thorsness Living History video, worksheet

Extended Activity:

Ask students to respond to the following prompt: After viewing the video, identify a characteristic of citizenship that Leo Thorsness demonstrated. Use two examples from the video to support your answer.

LESSON D10 WORKSHEET

Name_____ **Period** _____

MAKE YOUR SENSES WORK

SEE	HEAR	TOUCH	TASTE	SMELL

LESSON D11

Cultural Background and Our Perception

LESSON TIME

1-2

CLASS SESSIONS

Suggested Application: Social Studies, Language Arts, World War II, Vietnam War

OBJECTIVES

Students will:

- describe the backgrounds of Medal of Honor Recipients
- analyze the importance of the Recipients' cultural background in their service
- identify and describe the characteristics displayed
- analyze how the personal backgrounds of the Medal of Honor Recipients were not barriers to their willingness to serve

Medal of Honor Focus: James Swett, U.S. Marine Corps, Vietnam War; Michael Colalillo, U.S. Army, World II (Europe); and George Sakato, U.S. Army, World War II (Europe)

Introductory Activity:

Discuss with students how a person's cultural background affects others' perception of him or her.

Small Group/Individual Activity:

Divide students into three groups. Each group will cycle through three different stations representing each Recipient, reading the profiles and citations of James Swett, Michael Colalillo, and George Sakato. Students will determine where the Recipients were born, describe their cultural background, and summarize why they received the Medal of Honor.

Whole Group Activity:

Have students view the videos depicting the three Recipients. Students will discuss the diversity of these Recipients. Students should describe what they have observed and how they can relate this information to their own lives.

Small Group/Individual Activity:

Have students write a reflection on what they have learned about how a person's background affects his or her opinion of other people. They should consider to what extent a person's background may affect his/her willingness to meet and interact with people different from themselves.

Concluding Activity:

Have students share their reflections with other students.

Assessment:

Reflection

Resources:

Living History videos, Portraits of Valor, and Citations for James Swett, Michael Colalillo, and George Sakato

WILDCAT DEFENSE – OVER GUADALCANAL, WESTERN PACIFIC, 1943

James Swett learn to fly in junior college in San Mateo, California, and graduated from the Civilian Pilot Training Program just before Pearl Harbor with 450 hours in the air. He enlisted in the Navy and became an aviation cadet, but halfway through the program, one of his officers persuaded him to become a Marine Corps pilot.

Lieutenant Swett landed on Guadalcanal, in the Solomon Islands, in the spring of 1943 as part of Marine Fighting Squadron 221. He had not yet been in combat on the morning of April 7 when he led a squadron of Grumman Wildcats on routine dawn patrol. Upon landing to refuel, he learned that Japanese Admiral Isoroku Yamamoto had ordered a major strike against Guadalcanal. In all, 76 American planes would have to defend against a wave of 150 Japanese bombers and fighter escorts.

Swett's Wildcats immediately got back in the air and engaged a formation of twenty Japanese dive-bombers that were readying an attack on American ships below. In the intense action of the next few minutes, always wondering if the Zeros above would pounce on him and the other Wildcats, Swett shot down seven of the dive-bombers.

He was going for an eighth when the friendly fire of American antiaircraft guns below punched a hole in his wing. Low on ammunition, he drew close to the Japanese plane from behind. As the rear gunner in the dive-bomber fired on him, hitting his engine and shattering his windscreen, Swett fired his last few rounds, killing the gunner and setting the plane on fire. In this single combat mission lasting little more than fifteen minutes, he had become an ace. (He would go on to down eight more Japanese aircraft during his combat tour in the Solomons). Swett's Wildcat lost altitude rapidly. Too low to bail out, he crashlanded hard in the ocean and jumped out into the water as the plane began to sink. He was worried that the blood from his broken nose would attract sharks, but a Coast Guard picket boat soon spotted him and came alongside. "Are you an American?" one of the sailors yelled. "Damn right!" he yelled back.

For his actions on that memorable day of April 7, Lieutenant Swett received the Medal of Honor on October 10, 1943, from Major General Ralph Mitchell in a brief ceremony on an airstrip on Espiritu Santo Island, New Hebrides. In the spring of 1944, he was flown to Washington to meet President Franklin D. Roosevelt, who said to him, "Many hearty congratulations, son."

Swett spent the next several weeks training a new squadron of F4U Corsair fighter pilots, then returned to the Pacific and was stationed aboard the USS Bunker Hill as a carrier pilot. On May 11, 1945, as he was flying above the Bunker Hill, two kamikazes scored direct hits on the carrier, making it impossible for him to land. After putting down dye markers to aid in the rescue of the sailors who jumped overboard, he rallied the two dozen planes in the area and led them to the USS Enterprise, where they landed safely.

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

JAMES E. SWETT

First Lieutenant, U.S. Marine Corps Marine Fighting Squadron 221, Marine Aircraft Group 12, 1st Marine Aircraft Wing

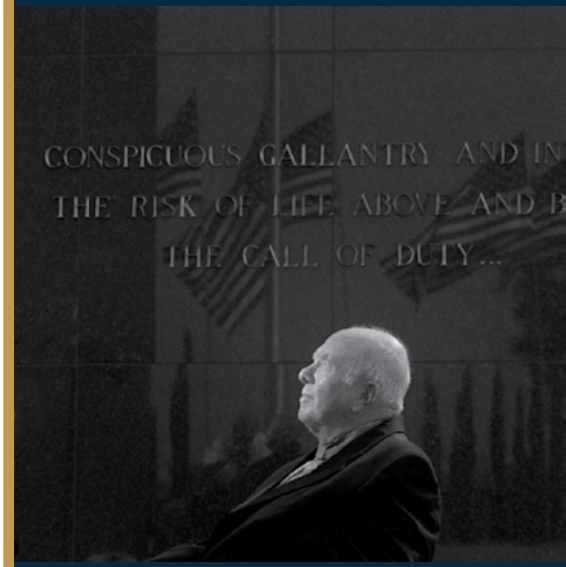
BORN:
June 15, 1920
Seattle, Washington

ENTERED SERVICE:
California

BRANCH:
U.S. Marine Corps

DUTY:
World War II

DIED:
January 18, 2009



CONGRESSIONAL MEDAL of HONOR SOCIETY

STOPPING FOR NO ONE – NEAR UNTERGRIESHEIM, GERMANY, 1945

Mike Colalillo, one of nine children, was born shortly after his parents emigrated from Italy. He grew up in a tough neighborhood in Duluth, Minnesota, and left high school without graduating. Drafted in 1944, he was an eighteen-year-old private when he landed with the 100th Army Infantry Division at Marseille that October. His unit was engaged in constant combat over the next few months as it pushed up through central France and into Germany. Through the heartbreak of losing his comrades killed in the fighting, Colalillo hung on to memories of the rare funny moments as well: stealing chickens from a rundown farm, smoking cigars from a captured cigar factory.

The Germans had blown all the bridges leading into the Fatherland, so the Americans crossed the Rhine on pontoons. For his part in the bloody skirmishes that were almost daily occurrences, Colalillo was ultimately awarded the Silver Star and the Bronze Star.

On April 7, 1945, Colalillo's company was pinned down during an attack against enemy positions in the vicinity of Untergriesheim, Germany. Although enemy artillery and machine-gun fire made it dangerous even to raise one's head, when he saw an American tank unit moving through the lines toward the enemy position, Colalillo stood up and shouted at the other men to follow him. He ran forward, firing the grease gun he'd found on the battlefield and been carrying for several weeks. When a random piece of shrapnel destroyed the weapon, Colalillo scrambled onto the turret of an American tank and, fully exposed to shelling from a German gun emplace- ment, began firing its machine gun. He killed or wounded ten enemy sol- diers and destroyed the machine-gun nest. With bullets glancing off the tank's shell, he kept firing as the tank moved forward toward the German line.

He took out another machine-gun emplacement, killing at least three more Germans. When the machine gun jammed, Colalillo pounded on the hatch of the tank and had one of the men inside hand him up a tommy gun, then jumped down and continued the attack on foot. Even after the tanks had exhausted their ammunition and were ordered to withdraw, he stayed behind to help a wounded GI, carrying the man over several hundred yards of open terrain in the midst of a German artillery and mortar barrage.

Colalillo was fighting on the line a few weeks later when a pair of MPs appeared and told him that his commanding officer wanted to see him. Naturally, Colalillo wondered what he had done to get arrested, but when he arrived at company headquarters, his captain told him that he'd been recommended for the Medal of Honor. He was ordered to stay around division headquarters for the next few months so that nothing would happen to him before the presentation. He was sent home after the bombing of Hiroshima and honored by President Harry Truman at the White House on December 18, 1945.

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

MIKE COLALILLO

Private First Class, U.S. Army
Company C, 398th Infantry,
100th Infantry Division

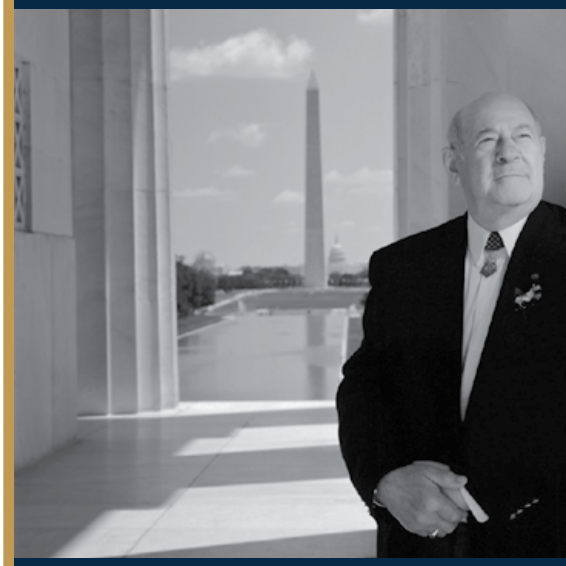
BORN:
December 1, 1935
Hibbing, Minnesota

ENTERED SERVICE:
Duluth, Minnesota

BRANCH:
U.S. Army

DUTY:
World War II

DIED:
December 30, 2011



CONGRESSIONAL MEDAL of HONOR SOCIETY

JUSTICE FOR A JAPANESE AMERICAN – BIFFONTAINE, FRANCE, 1944

In 1942, George Sakato's family moved from California to Arizona, to avoid being sent to a internment camp for Japanese Americans. The twenty-one-year-old Sakato tried to enlist in the Army Air Corps but was rejected because of his draft status 4-C, undesirable alien. Then in 1943, because of the exploits of Japanese Americans in the Hawaiin National Guard's 100th Infantry Battalion in battles at Salerno, Montecassino, and other Anzio, the government allowed Japanese Americans in the service. Sakato enlisted in the Army, joining his older brother, Henry, who had volunteered before Pearl Harbor. After finishing basic training in the summer of 1944, the brother were sent to Naples as replacements for the "Go for Broke" Nisei 442nd Regimental Combat Team, which became the most decorated American unit in the war.

In August, the 442nd boarded ships for a landing at Marseille. For the next two months, Sakato's unit fought its way north through France. In late October, it attacked the Germans around the town of Biffontaine, an area near the German border that was too mountainous for armor. Its objective, Hill 617, overlooked an open valley cut in half by the railroad line running from Strasbourg to Paris. The Germans were entrenched at the top of the hill, firing down on the American troops trying to mount an assault. Just before midnight on October 28, Private Sakato's company was ordered to flank the Germans and get behind their position. It was so dark that each GI had to hold on to the back strap of the man in front of him while moving forward. At dawn, the Americans attacked, Sakato leading the assault.

With a Thompson submachine gun he had scavenged from a disabled tank, he killed five German soldiers. Sakato's platoon secured the hill and sent prisoners back down to the Americans below. Then the Germans counterattacked; one of his close friends was hit and died in his arms. Seeking vengeance, Sakato took charge of the squad, fighting with an enemy rifle and pistol he picked up from the battlefield after his tommy gun ran out of ammunition. He killed another seven Germans and led his platoon in capturing thirty-four more. His unit held its position until it was relieved.

A few days later, the 442nd attempted to break through the Germans' encirclement of a battalion of the 141st Infantry Regiment, known as the Lost Battalion. The Japanese American unit suffered more than 800 casualties in rescuing the 211 trapped GIs. During the battle, Sakato was knocked down by a mortar shell; the bulky winter overcoat he was carrying in his pack kept him from being killed by the shrapnel that struck his spine and lungs.

Sakato was hospitalized for eight months. He heard that he had been recommended for the Medal of Honor, but the decoration he received was the Distinguished Service Cross. He didn't think anything more about it until the morning fifty-five years later when he received a call from the Pentagon. His award was being upgraded to the Medal of Honor as the result of a review of the records of Asian American soldiers who had received the DSC. He was presented with the medal by President Bill Clinton on June 21, 2000.

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

GEORGE SAKATO

Private, U.S. Army Company E, 442nd Regimental Combat Team

BORN:
February 19, 1921
Colton, California

ENTERED SERVICE:
Fort Douglas, Utah

BRANCH:
U.S. Army

DUTY:
World War II

DIED:
December 2, 2015

CONGRESSIONAL MEDAL of HONOR SOCIETY

World War II

MICHAEL COLALILLO

RANK: Private First Class (Highest Rank: Staff Sergeant)
UNIT/COMMAND: 2d Squad, 2d Platoon, Company C, 1st Battalion, 398th Infantry, 100th Infantry Division
MILITARY SERVICE BRANCH: U.S. Army
MEDAL OF HONOR ACTION DATE: April 7, 1945
MEDAL OF HONOR ACTION PLACE: Near Untergriesheim, Germany

Used With Permission, Copyright Nick Delcalzo

CITATION

He was pinned down with other members of his company during an attack against strong enemy positions in the vicinity of Untergriesheim, Germany. Heavy artillery, mortar, and machine-gun fire made any move hazardous, when he stood up, shouted to the company to follow, and ran forward in the wake of a supporting tank, firing his machine pistol. Inspired by his example, his comrades advanced in the face of savage enemy fire. When his weapon was struck by shrapnel and rendered useless, he climbed the deck of the friendly tank, manned an exposed machine gun on the turret of the vehicle, and, while bullets rattled about him, fired at an enemy emplacement with such devastating accuracy that he killed or wounded at least 10 hostile soldiers and destroyed their machine gun. Maintaining his extremely dangerous post as the tank forged ahead, he blasted three more positions, destroyed another machine-gun emplacement, and silenced all resistance in his area, killing at least three and wounding an undetermined number of riflemen as they fled. His machine gun eventually jammed; so he secured a submachine gun from the tank crew to continue his attack on foot. When our armored forces exhausted their ammunition and the order to withdraw was given, he remained behind to help a seriously wounded comrade over several hundred yards of open terrain rocked by an intense enemy artillery and mortar barrage. By his intrepidity and inspiring courage Pfc. Colalillo gave tremendous impetus to his company's attack, killed or wounded 25 of the enemy in bitter fighting, and assisted a wounded soldier in reaching the American lines at great risk to his own life.

ACCREDITED TO: Duluth, St. Louis County, Minnesota
AWARDED POSTHUMOUSLY: No
PRESENTATION DATE & DETAILS: December 18, 1945, The White House, Presented by Pres. Harry S. Truman
BORN: December 1, 1925, Hibbing, St. Louis County, MN, United States
DIED: December 30, 2011, Duluth, MN, United States
BURIED: Forest Hill Cemetery, Duluth, MN, United States

WORLD WAR II

GEORGE TARO SAKATO

RANK: Private
UNIT/COMMAND: 3d Platoon, Company E, 2d Battalion, 442d Regimental Combat Team
MILITARY SERVICE BRANCH: U.S. Army
MEDAL OF HONOR ACTION DATE: October 29, 1944
MEDAL OF HONOR ACTION PLACE: Hill 617 Near Biffontaine, France

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CITATION

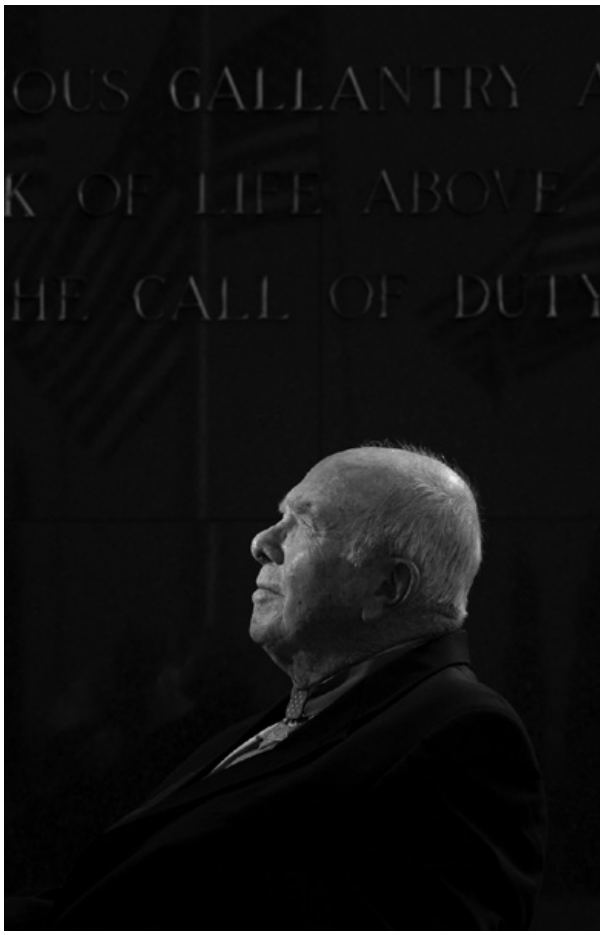
For conspicuous gallantry and intrepidity at risk of his life above and beyond the call of duty. Private George T. Sakato distinguished himself by extraordinary heroism in action on 29 October 1944, on hill 617 in the vicinity of Biffontaine, France. After his platoon had virtually destroyed two enemy defense lines, during which he personally killed five enemy soldiers and captured four, his unit was pinned down by heavy enemy fire. Disregarding the enemy fire, Private Sakato made a one-man rush that encouraged his platoon to charge and destroy the enemy strongpoint. While his platoon was reorganizing, he proved to be the inspiration of his squad in halting a counter-attack on the left flank during which his squad leader was killed. Taking charge of the squad, he continued his relentless tactics, using an enemy rifle and P-38 pistol to stop an organized enemy attack. During this entire action, he killed 12 and wounded two, personally captured four and assisted his platoon in taking 34 prisoners. By continuously ignoring enemy fire, and by his gallant courage and fighting spirit, he turned impending defeat into victory and helped his platoon complete its mission. Private Sakato's extraordinary heroism and devotion to duty are in keeping with the highest traditions of military service and reflect great credit on him, his unit, and the United States Army.

ACCREDITED TO: Fort Douglas, Salt Lake County, Utah
AWARDED POSTHUMOUSLY: No
PRESENTATION DATE & DETAILS: June 21, 2000, The White House - Presented by President William J. Clinton
BORN: February 19, 1921, Colton, San Bernardino County, CA, United States
DIED: December 2, 2015, Denver, CO, United States
BURIED: Fairmount Cemetery, Denver, CO, United States

WORLD WAR II

JAMES E. SWETT

RANK: First Lieutenant (Highest Rank: Colonel)
UNIT/COMMAND: Marine Fighting Squadron 221, Marine Aircraft Group 12, 1st Marine Air Wing
MILITARY SERVICE BRANCH: U.S. Marine Corps Reserve
MEDAL OF HONOR ACTION DATE: April 7, 1943
MEDAL OF HONOR ACTION PLACE: Solomon Islands



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CITATION

For extraordinary heroism and personal valor above and beyond the call of duty, as division leader of Marine Fighting Squadron 221 with Marine Aircraft Group 12, 1st Marine Aircraft Wing, in action against enemy Japanese aerial forces in the Solomon Islands area, 7 April 1943. In a daring flight to intercept a wave of 150 Japanese planes, 1st Lt. Swett unhesitatingly hurled his four-plane division into action against a formation of 15 enemy bombers and personally exploded three hostile planes in midair with accurate and deadly fire during his dive. Although separated from his division while clearing the heavy concentration of antiaircraft fire, he boldly attacked six enemy bombers, engaged the first four in turn and, unaided, shot down all in flames. Exhausting his ammunition as he closed the fifth enemy Japanese bomber, he relentlessly drove his attack against terrific opposition which partially disabled his engine, shattered the windscreen, and slashed his face. In spite of this, he brought his battered plane down with skillful precision in the water off Tulagi without further injury. The superb airmanship and tenacious fighting spirit which enabled 1st Lt. Swett to destroy seven enemy bombers in a single flight were in keeping with the highest traditions of the U.S. Naval Service.

ACCREDITED TO: San Mateo, San Mateo County, California
AWARDED POSTHUMOUSLY: No
PRESENTATION DATE & DETAILS: October 12, 1943, Espirito Santo Island, New Hebrides, Presented by Maj. Gen. Ralph J. Mitchell
BORN: June 15, 1920, Seattle, King County, WA, United States
DIED: January 18, 2009, Redding, CA, United States
BURIED: Northern California Veteran's Cemetery, Igo, CA, United States

"...I thought, just keep going until you can't."

- MICHAEL FITZMAURICE

LESSON D12

Distracted Driving

LESSON TIME

1

CLASS SESSION

Suggested Application: Language Arts, Social Studies, Driver Education

OBJECTIVES

Students will:

- identify safe and unsafe driving practices and the consequences of each
- analyze the events leading to a car crash
- analyze how actions have consequences
- evaluate reasons to act in a difficult situation

Citizen Honors Focus: David Bryan

Introductory Activity:

Ask students to briefly respond in writing to the following prompt: "Have you ever witnessed unsafe driving practices? Describe the actions you saw that were unsafe and why these actions may have led to an accident or injury. What could be done to prevent such behavior?"

Small Group Activity:

Place students in small groups to share their responses to the above prompt. While sharing their responses, the students should look for similar actions that lead to distracted driving. Each group will create a list of the similar actions and any outcomes/consequences that were part of each student's response to the prompt.

Whole Group Activity:

Have each group share their list. Lead a discussion on the dangers and consequences of distracted driving. Then ask the students to view the video featuring David Bryan and answer the following questions. Students must cite evidence from the video for each response.

- Describe the actions that led to Michael Nolte being trapped in a burning car.
- Describe the actions David Bryan took to save Michael Nolte's life.
- What reasons did David Bryan use to explain why he risked his own life to help a stranger?
- Evaluate how one's actions can influence the outcome in any situation.

Small Group Activity:

Have students break into groups and compare answers to the above questions.

Whole Group Activity:

Have each group will share their summary with the class. Then, lead a class discussion concerning the four questions, focusing on actions and consequences.

Individual/Small Group Activity:

Students will create a public service announcement/poster/pamphlet about the dangers of distracted driving. These can be posted throughout the school to warn students of the dangers of distracted driving.

LESSON D12

Concluding Activity:

Place this quotation on the board:

"Basically, our life as human beings is how we interact with each other." -David Bryan

Have students respond to the quotation by explaining how it relates to actions and consequences.

Assessment:

Student responses, class discussion, PSA project

Resources:

David Bryan video

Extended Activity:

Write an essay about the ethical use of cell phones and/or cameras.

LESSON D13

You Can Quote Me

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts

OBJECTIVES

Students will:

- explain the connection between a quotation and its author
- identify examples of service and commitment from the video

Citizen Honors Focus: Rick Rescorla

Note to Teacher:

For background knowledge before viewing the video about Rick Rescorla, review the circumstances of the February 26, 1993 bombing of the World Trade Center in New York City. A truck bomb was detonated underneath the North Tower. The 1,336-pound urea nitrate-hydrogen gas enhanced device was intended to knock the North Tower into the South Tower, bringing both towers down and killing tens of thousands of people. The Towers did not collapse, but six people were killed and more than a thousand were injured. The attack was planned by six men who were convicted of conspiracy, explosive destruction of property, and interstate transportation of explosives.

Introductory Activity:

Place the following names on the board: John F. Kennedy, Mahatma Gandhi, Dr. Martin Luther King, Jr., Rick Rescorla, and Mother Theresa. Using this name bank, students will complete the "Who said that?" worksheet. After completion, students will compare their findings with a partner.

Whole Group Activity:

Lead a discussion on the worksheet activity, giving the correct answers to the authors of the quotations and what the quotations may mean. (Answers: 1. Mahatma Gandhi; 2. John F. Kennedy; 3. Dr. Martin Luther King, Jr.; 4. Mother Theresa; 5. Rick Rescorla)

Guide students to determine the common themes in the quotations (service and commitment). The final quotation is from Citizen Honors awardee Rick Rescorla.

Have students watch the video about Rick Rescorla and look for examples of Rick Rescorla's service and commitment.

Individual Activity:

Ask students to explain in two or three sentences how Rick Rescorla's video connects to his quotation on the worksheet.

Small Group Activity:

Have students share their responses with a partner. Each pair will then create a consensus statement on the connection between Rick Rescorla's quotation and the video.

Whole Group Activity:

Ask each pair of students to share their consensus statement. Then lead a discussion focusing on Rick Rescorla's service and commitment, allowing for connections to other values such as sacrifice and patriotism to be discussed.

Concluding Activity:
Have students select a quotation from the worksheet and write a paragraph on how their selection relates to Rick Rescorla. How did Rick Rescorla's actions demonstrate the values of service and commitment?

Assessment:
Worksheet, class discussion, paragraph

Resources:
Rick Rescorla video, worksheet

Extended Activity:
Research the authors of the quotations and report on their involvement in society at the time. Describe how a quotation reflects the beliefs of its author.

Name_____ **Period** _____

"Who Said That?"

WHO SAID THAT?	QUOTATION	CONNECTION/MEANING
	1."The best way to find yourself is to lose yourself in the service of others."	
	2. "When written in Chinese, the word "crisis" is composed of two characters. One represents danger and the other represents opportunity."	
	3. "Our lives begin to end the day we become silent about things that matter."	
	4. "Be faithful in small things because it is in them that your strength lies."	
	5. "In times of crisis men don't rise to the occasion, they default to their training."	

"Do the right thing at the right time for the right reason."

- GARY LITTREL

LESSON D14

The Symbol of My Responsibilities

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, Leadership, Vietnam War

OBJECTIVES

Students will:

- explain what the flag means to them
- understand the responsibilities associated with American citizenship

Medal of Honor Focus: Tommy Norris, U.S. Navy, Vietnam War

Introductory Activity:

Put students into groups of three to four. Have each group discuss and then write down the differences between a right and a responsibility. Create two columns on the board, "Rights" and "Responsibilities," and then ask students to come up and write in the columns what their rights and responsibilities are as citizens of this country. Lead a discussion to clarify and help determine the differences between the two categories.

Whole Group Activity:

Show Tommy Norris's Living History for the class. Invite them to think about different actions in the story that relate to the six core values and how they tie into rights and responsibilities as they view the video. At the conclusion of the video, have students read Tommy Norris's Portrait of Valor.

Small Group/Individual Activity:

After they have watched the video and read the Portrait of Valor, the students should form back into their groups and discuss what they learned about Tommy Norris.

Allow some time for discussion; then hand out the flag worksheet. Have students work together to identify examples of each core value in Tommy Norris's story and finish the statement WE THE PEOPLE in the union part of the flag. Have them write individually two to three sentences about their responsibilities as a citizen.

Concluding Activity:

Have students answer the thought question at the bottom of the sheet. If time permits, lead a short class discussion with students sharing responses. Have students color the flags accordingly and post them around the classroom.

Assessment:

Worksheet

Resources:

Tommy Norris Portrait of Valor and Living History video, worksheet

Extended Activity:

Direct students to explore on the Internet different poems about the flag. Have students write their own short acrostic poem or free verse poem about the flag.

NEVER GIVE UP – QUANG TRI PROVINCE, SOUTH VIETNAM, 1972

Thomas Norris graduated from the University of Maryland in 1967. He had studied criminology with the hope of joining the FBI, but knowing that he had to satisfy his military obligation, he enlisted in the Navy, eventually joining the SEALs.

On April 2, 1972, a U.S. electronic surveillance aircraft was downed by an enemy surface-to-air missile. Lieutenant Colonel Iceal Hambleton was the sole crew member to eject safely—but he parachuted into the middle of some thirty thousand North Vietnamese troops. Over the next several days, during an extensive rescue effort, four aircraft were downed, ten Americans were killed, two were captured, and another two were trapped behind enemy lines.

Lieutenant Norris volunteered to go after the survivors. On April 10, his five-man team was inserted into a forward operating base (FOB). That evening, Norris led his team through enemy positions to a predetermined interception point deep in enemy territory. One of the downed airmen, Lieutenant Mark Clark, had been informed over his survival radio to work his way to the river and to float downstream. Hiding on a riverbank, Norris heard Clark approaching, but he had to let the American pilot float by because of a nearby North Vietnamese patrol. Once the enemy had passed, Norris slipped into the river and swam after Clark, locating him and returning him to the FOB.

Then the FOB came under heavy attack, resulting in the loss of half of the personnel there. During this attack, Norris saved numerous South Vietnamese soldiers, directed counter-fire, and treated the wounded at the base.

On April 13, a forward air controller pinpointed Lieutenant Colonel Hambleton's whereabouts, and Norris and one of his South Vietnamese commandos made a third attempt to rescue him. At nightfall, the two men, dressed like the enemy, got into a sampan and began paddling upriver through enemy positions. They managed to locate Hambleton, but fearing that he was too badly injured to wait for the cover of darkness to bring him out, they put the airman in the bottom of the sampan, covered him with vegetation, and started back downriver. Nearing the FOB, the boat came under heavy machine-gun fire. Norris called in an air strike and, as American planes dropped bombs and smoke, they brought Hambleton to safety.

Article by Peter Collier // Photo by Nick Del Calzo
From the book *Medal of Honor: Portraits of Valor Beyond the Call of Duty*

THOMAS NORRIS

Lieutenant, U.S. Navy SEALS
Advisor, Strategic Technical Directorate Assistance Team, Headquarters, U.S. Military Assistance Command

BORN:
January 14, 1944
Jacksonville, Florida

ENTERED SERVICE:
Silver Spring, Maryland

BRANCH:
U.S. Navy

DUTY:
Vietnam War

CONGRESSIONAL MEDAL of HONOR SOCIETY

Name_____ **Period** _____

The Symbol of my Responsibilities

Directions: After viewing the video of Tommy Norris and reading his Portrait of Valor, fill out the American flag below. For each core value write at least one example Tommy Norris or any member of his unit showed during their action. Once you have the stripes of the flag complete, fill out the "Union" portion of the flag. The sentence begins with "We the People." Finish the sentence by writing 2-3 sentences about your responsibilities as a citizen of this country. Use at least two of the core values in your response.

We The People...	CITIZENSHIP:
	COMMITMENT:
	PATRIOTISM:
	INTEGRITY:
COURAGE:	
SACRIFICE:	

Thought Question: What does the symbol of the flag mean to you?

"It was the right thing to do."

- WILLIAM D. SWENSON

LESSON D15

If You Want to Change the World

LESSON TIME

1

CLASS SESSION

Suggested Application: Language Arts, Social Studies, Leadership, War on Terrorism

OBJECTIVES

Students will:

• explain and identify valuable traits necessary to have an impact on their personal habits, family, friends, school, and community

Medal of Honor Focus: Edward C. Byers Jr., U.S. Navy, War on Terrorism (Afghanistan)

Introductory Activity:

Step 1: Have the students research the requirements to be a Navy SEAL and what the act of ringing the bell means.

Step 2: Have the students read aloud the "If You Want to Change the World" handout, which was written by Admiral William McRaven, a Navy SEAL, and former commander of U.S. Special Forces. During a commencement address, Admiral McRaven counseled graduates to do these ten things if they want to change the world. If time allows, have students watch Admiral McRaven's full commencement speech which is available online.

Step 3: Discuss the ten items and what students think the admiral was trying to teach the graduates by using anecdotes from his SEAL experience.

Whole Group Activity:

Show the video on Edward Byers and his actions in Afghanistan. As the students watch the video, they should think about how the ten points of Admiral McRaven's talk relate to the mission which resulted in Edward Byers being awarded the Medal of Honor.

Small Group/Individual Activity:

Have students form small groups; hand out the worksheet. Give the students time to make connections to the six core values, the ten points of Admiral McRaven's speech, and the mission of the SEALs.

Concluding Activity:

Ask groups to share out what they wrote down and learned from their discussion.

Assessment:

Worksheet

Resources:

Internet access for research, worksheet, handout, Edward Byers video

IF YOU WANT TO CHANGE THE WORLD...

1. Start off by making your bed

2. Find someone to help you paddle

3. Measure a person by the size of their heart, not by the size of their flippers

4. Get over being a sugar cookie and just keep moving forward

5. Don't be afraid of the circuses

6. Sometimes you have to slide down the obstacles head first

7. Don't back down from the sharks

8. You must be your very best in the darkest moments

9. Start singing when you are up to your neck in mud

10. Don't ever, ever ring the bell

- Admiral William H. McRaven
  Commander, U.S. Joint Special Operations Command

Name_____ **Period** _____

Start off by making your bed ★ Find someone to help you paddle ★ Don't ever, ever ring the bell ★

Don't back down from the sharks ★ You must be your very best in the darkest moments ★ Start singing when you are up to your neck in mud ★

Measure a person by the size of their heart, not the size of their flippers ★ Get over being a sugar cookie and just keep moving forward ★

If You Want to Change the World...

Directions:

1. Choose four of Admiral McRaven's key points that you think relate directly to the mission Edward Byers and Nicholas Checque were sent on to rescue the doctor.
2. Relate that point to one of the six core values.
3. Write one to two sentences about how each key point could apply in your own life.

Key Point:_____

Core Value:_____

How does this apply to me?_____

Key Point:_____

Core Value:_____

How does this apply to me?_____

COURAGE
SACRIFICE
INTEGRITY
PATRIOTISM
COMMITMENT
CITIZENSHIP

Key Point:_____

Core Value:_____

How does this apply to me?_____

Key Point:_____

Core Value:_____

How does this apply to me?_____

Don't be afraid of the circuses ★ Sometimes you have to slide down the obstacles head first ★

"There is no political affiliation on our dog tags."

- DAVID BELLAVIA

LESSON D16

Honor in the Face of Conflict

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, Guidance, Leadership

OBJECTIVES

Students will:

- explain the significance of honoring veterans for their service to the United States.
- evaluate the challenges faced by veterans who return home from foreign conflicts and identify how our nation can demonstrate appreciation for their service.

Medal of Honor Focus: Gary Beikirch, U.S. Army, Vietnam War

Introductory Activity:
Ask students to brainstorm ways that we honor veterans in the United States. Guide students to think of not only Veterans Day, but also other ways veterans are honored throughout the year. Briefly facilitate a discussion with students about their responses.

Whole Group Activity:
Discuss with students the purpose of Veterans Day – to honor all of those who have served in the United States Armed Forces in war or peace, including those who lived and those who died. The day is largely intended to thank living veterans for their sacrifices. Explain to students the difference between Veterans Day and Memorial Day.

Whole Group Activity:
Distribute the worksheet. Play Gary Beikirch's Living History video and ask students to answer the worksheet questions as they watch.

Whole Group Activity:
Following the video, give students a few minutes to complete the questions, and then ask them to share their reactions to Gary Beikirch's story. Facilitate a discussion with students about the challenges Beikirch faced, the difficulties he experienced upon returning home, and how he came to determine what the Medal of Honor signifies to him.

Concluding Activity:
Ask students to respond to one of the following prompts:

- Using Gary Beikirch's experiences as an example, write an essay explaining why is it important to honor veterans for their service to the United States, even in conflicts that may be "unpopular".
- Create a plan that you, personally, can implement for Veterans Day to thank members of the U.S. Armed Forces in your community for their service.

LESSON D16

Assessment:
Worksheet, reflection

Resources:
Internet access for research, worksheet, handout, Edward Byers video

Extended Activity:
As a class, research the stories of how veterans were treated when they returned from Vietnam. Create "Welcome Home" signs or cards for local Vietnam veterans in your community.

LESSON D16 WORKSHEET

Name _____ **Period** _____

1. Was joining the military Gary Beikirch's first career option?

2. Why did Gary Beikirch choose training as a medic in the US Army?

3. What were some challenges Gary Beikirch and his comrades faced in Vietnam?

4.Following Vietnam, how did treatment of Gary Beikirch at college affect his post-war plans?

5. Where did Gary Beikirch go after leaving college in 1971?

6. What were Gary Beikirch's initial reactions to receiving the Medal of Honor?

7. What does the Medal of Honor symbolize to Gary Beikirch?

"It's not about awards, it's not about recognition. It's just about making the world a better place and taking care of your brothers who are out there with you."

- RONALD SHURER

LESSON D17

What Makes a Veteran?

LESSON TIME

1

CLASS SESSION

Suggested Application: Social Studies, Language Arts, Guidance, Leadership

OBJECTIVES

Students will:

- explain the significance of honoring veterans for their service to the United States
- examine the sacrifices that service members make when they serve
- reflect on the place of service members and veterans in our society

Medal of Honor Focus: David Bellavia, U.S. Army, War on Terrorismism (Iraq)

Introductory Activity:
Have students create a T-Chart with two headings: Risks and Benefits. Ask students to list the risks of military service on one side, and the benefits (either personal or collective) on the other. After allowing some time for students to create their lists, facilitate a brief discussion with students as they share their thoughts. Discuss with students why they think so many men and women choose to serve in the United States Armed Forces.

Whole Group Activity:
Discuss with students the purpose of Veterans Day – to honor all of those who have served in the United States Armed Forces in war or peace, including those who lived and those who died. The day is largely intended to thank living veterans for their sacrifices. Remind students that currently, the United States has an all-volunteer military. .

Whole Group Activity:
Share David G. Bellavia's citation sheet with students. Individually or as a class, read the citation to familiarize the class with Bellavia's Medal of Honor actions. Play the video excerpt of David Bellavia's speech on America's warrior class. As students watch, ask them to take notes on what stands out to them as the important points David G. Bellavia asserts in his speech.

Individual Activity:
Following the video, pass out the worksheet. Have students read the quotes from the video and reflect on the meaning in their own words.

Assessment:
Worksheet, essay

Resources:
David Bellavia citation page and video: David Bellavia Speaks on Values and His Army Service. Video by Elliot Valdez, Defense Media Activity-Army. (https://vimeo.com/528830580), Worksheet

War on Terrorismism (Iraq)

DAVID G BELLAVIA

RANK: Staff Sergeant
UNIT/COMMAND: 3rd Platoon, Alpha Company, 2nd Battalion, 2nd Infantry Regiment, 3rd Brigade Combat Team, 1st Infantry Division
MILITARY SERVICE BRANCH: U.S. Army
MEDAL OF HONOR ACTION DATE: November 10, 2004
MEDAL OF HONOR ACTION PLACE: Fallujah, Iraq

Used With Permission, U.S. Army Photo by Monica A. Kin

CITATION

Staff Sergeant David G. Bellavia distinguished himself by acts of gallantry and intrepidity above and beyond the call of duty on November 10, 2004, while serving as a squad leader in support of Operation Phantom Fury in Fallujah, Iraq. While clearing a house, a squad from Staff Sergeant Bellavia's platoon became trapped within a room by intense enemy fire coming from a fortified position under the stairs leading to the second floor. Recognizing the immediate severity of the situation, and with disregard for his own safety, Staff Sergeant Bellavia retrieved an automatic weapon and entered the doorway of the house to engage the insurgents. With enemy rounds impacting around him, Staff Sergeant Bellavia fired at the enemy position at a cyclic rate, providing covering fire that allowed the squad to break contact and exit the house. A Bradley Fighting Vehicle was brought forward to suppress the enemy; however, due to high walls surrounding the house, it could not fire directly at the enemy position. Staff Sergeant Bellavia then re-entered the house and again came under intense enemy fire. He observed an enemy insurgent preparing to launch a rocket-propelled grenade at his platoon. Recognizing the grave danger the grenade posed to his fellow soldiers, Staff Sergeant Bellavia assaulted the enemy position, killing one insurgent and wounding another who ran to a different part of the house. Staff Sergeant Bellavia, realizing he had an un-cleared, darkened room to his back, moved to clear it. As he entered, an insurgent came down the stairs firing at him. Simultaneously, the previously wounded insurgent reemerged and engaged Staff Sergeant Bellavia. Staff Sergeant Bellavia, entering further into the darkened room, returned fire and eliminated both insurgents. Staff Sergeant Bellavia then received enemy fire from another insurgent emerging from a closet in the darkened room. Exchanging gunfire, Staff Sergeant Bellavia pursued the enemy up the stairs and eliminated him. Now on the second floor, Staff Sergeant Bellavia moved to a door that opened onto the roof. At this point, a fifth insurgent leapt from the third floor roof onto the second floor roof. Staff Sergeant Bellavia engaged the insurgent through a window, wounding him in the back and legs, and caused him to fall off the roof. Acting on instinct to save the members of his platoon from an imminent threat, Staff Sergeant Bellavia ultimately cleared an entire enemy-filled house, destroyed four insurgents, and badly wounded a fifth. Staff Sergeant Bellavia's bravery, complete disregard for his own safety, and unselfish and courageous actions are in keeping with the finest traditions of military service and reflect great credit upon himself and the United States.

LESSON D17 WORKSHEET

Name _____ **Period** _____

For each quote, explain the meaning in your own words:

"We defend, we avenge, we sacrifice, we bleed. And we are willing to die for this unique creation, the United States of America."

"For the infantrymen in combat, there is nobility and purpose in their lives, and that is unique. But we don't see ourselves as a people apart. We are America's warrior class."

"We fight so our children never have to. We fight for one day when our children and our enemy's children can discuss their differences without fear or loathing."

"Americans want this kind of country. Americans want this kind of world. And we stand ready to defend it, to protect us, so help us, God."

Essay Prompt
Why is it important to honor service members and veterans on Veterans Day? Use examples from your T-chart and notes about the video to support your ideas.

"I have an unspeakable knowledge that we were at our best when we were at our depth."

- ROBERT SIMANEK

APPENDIX

POST TRAINING IMPLEMENTATION STEPS

FOR SCHOOL-WIDE OR DEPARTMENT-WIDE IMPLEMENTATION

1. **CREATE AN IMPLEMENTATION TEAM** – This team should consist of a representative or representatives from each department which will be using the curriculum. If implementing the program within a single department, try to have all department members participate. Ensure that all grade levels which will be using the program are included on the team. Select a team leader to drive the process. Schedule a kickoff meeting.

2. **GET TO KNOW THE MATERIALS** – All implementation team members should review the curriculum in depth. If a team member has not attended an in-person training, they should take the online training, available at www.cmohedu.org. If the team already knows how the program will be utilized (within existing curriculum, during homeroom, in preparation for holidays, etc.), then task the team with researching the lessons that will be most impactful for students given the implementation setup. If the team does not know how the program will be utilized, have members brainstorm different ways and ideas for incorporating the program into the school or department prior to the first meeting.

3. **KICK-OFF MEETING** – The goal for this meeting will be solidifying the implementation process. Discuss how the program will be utilized in the school or department with a focus on deciding which lessons will be used and by which departments/grade levels. Create an implementation timeline and address any concerns that staff or parents might have. Decide if additional staff members need to be trained in using the program, and craft a plan to explain the program and the plan to the appropriate school staff and ensure everyone has access to the lessons.

   Middle School Implementation Guidance: During the 1st year of implementation, all grade levels should plan on teaching three foundational/introductory lessons. At the beginning of the second year and each additional year, the 6th grade team will teach the three foundation lessons and the 7th and 8th grade teams will do a short introductory lesson as a refresher, and then will utilize lessons in the B, C, and D sections of the curriculum.

4. **START THE IMPLEMENTATION PROCESS** – Using the implementation timeline created in the kick-off meeting and the resource book/website materials, begin the implementation process, starting with getting all teachers ready to use the lessons. If you or your team has questions about the resource materials or the implementation process, reach out to the Medal of Honor Character Development Program team at info@cmohedu.org or visit our website.

5. **SHARE YOUR SUCCESS AND FEEDBACK WITH US!** Tag us in your social media posts or share your successes or feedback with us at info@cmohedu.org.

IMPLEMENTING THE PROGRAM WITHIN EXISTING SCHOOL CURRICULUM

Groundwork

To get the most out of the lessons of the Character Development Program, students should be introduced to the Medal of Honor and the six core values before subject-specific lessons are taught. A background lesson on the Citizen Honors award is also helpful before teaching lessons about Citizen Honors Awardees. All lessons in Section A (Introductory Lessons) can help provide this background information, but we recommend at minimum starting with the following lessons.

Core Values: A1, A2
The Medal of Honor: A3
Citizen Honors: A4

For Social Studies:

In your Social Studies classroom, use full lessons to complement a time in history. Additionally, our library of living history videos can be incorporated into existing lesson plans to give a personal perspective or a moment in history. These videos are all available on our website and on YouTube for Google classroom integration.

Suggested Lesson by Time Period:

Civil War: Lessons C17, D5, and D9.
World War I: Lessons B14 and D5.
World War II: Lessons B5, B6, B15, B16, B17, B18, C1, C4, C8, C13, and D5.
Korean War: Lessons C5, C6, D1, and D5.
Vietnam War: Lessons A8, B1, B2, B3, B4, B7, B8, B13, C2, C5, C7, C11, C12, D4, D5, D6, D7, D8, D10, D11, D14, and D16.
War On Terrorism (Afghanistan): Lessons A9, B4, C5, C14, C15, C16, D2, D4, D5, D15, and D17.

See state standards alignments and Medal of Honor Living History Guide for additional guidance.

For English/Language Arts:

Lessons through the curriculum focus on personal narratives and include writing prompts, making them ideal inserts for your English or Language Arts classroom. See below some suggested lessons by skill and topic.

Journalism: B1
Reading/Writing: B2, B6, B9, B10, C1, C4, C6, C9, C12, C13, C15, D4, D8, D9, D10, D17
Poetry: B3, B11, C5, D5, D6
Understanding Irony: B5
Document Analysis and Close Reading: B8, D11

For STEAM:

Find STEAM connections in the following lessons.
Science: B10, D10
Math: A5, B13
Art: A7, A10, A11

For Character Education:

All lessons focus on one or more of the six core values. If your state has specific character education standards, check out our state standards alignments to find how specific lessons connect to your standards.

IDEA LIST

CREATIVE WAYS TO IMPLEMENT THE MEDAL OF HONOR CHARACTER DEVELOPMENT PROGRAM

Medal of Honor Mondays

Each Monday (or whatever frequency works best for you), incorporate a lesson into your classroom. If time is an issue, simply show your students one of our living history videos and initiate a classroom discussion about the video and the six core values exemplified by the Recipient in the video.

If you are doing a school wide implantation, consider showing a single video to the whole school on Monday, with teachers across all departments and grade levels referring to the video throughout the week with lessons or activities.

Homeroom/Advisory

Our Living History videos of Medal of Honor Recipients or our videos featuring Citizen Honors Awardees followed by brief discussions are a great way to connect with students in an advisory or homeroom setting. You can find our full library of videos on our website or on YouTube.

Many of our lessons also feature Introductory Activities that can function as standalone conversation starters to get your students thinking about the values.

If you are looking for short, easy lessons to do during a limited time block, consider diving into the Dear Young American series. The 12 lessons feature direct advice from Medal of Honor Recipients and take about 20-30 minutes to complete. While different from our core curriculum, these lessons allow students to interact with Recipient stories and the core values in a condensed time setting.

Military Holidays

Many of our lessons can be used in the days leading up to or on military holidays. Additionally, our website features lists of Recipients connected to several events which offer opportunities for your students to research Recipients independently or as part of a class activity.

- September 11: Patriot Day/National Day of Remembrance
  Lessons A9, B4, B11, C11, D2, D5, D13, and D15
- November 11: Veterans Day
  Lessons B1, D11, D16, and D17
- December 7: National Pearl Harbor Remembrance Day
  Lesson D1 and https://www.cmohs.org/recipients/lists/pearlharbor-day-recipients
- March 25: Medal of Honor Day
  Lessons A3, A7, A9, and A10
- Last Monday of May: Memorial Day
  Lessons C13, C14, C15, and C16
- June 6: D-Day Remembrance Day
  Lesson B17 and https://www.cmohs.org/recipients/lists/d-daymedal-of-honor-recipients

IDEA LIST

CREATIVE WAYS TO IMPLEMENT THE MEDAL OF HONOR CHARACTER DEVELOPMENT PROGRAM

Heritage Months

Medal of Honor Recipients come from many different backgrounds, and our website features lists of Recipients connected with several recognized heritage months. During those months, you can have students research Recipients on these lists or watch videos of Recipients from these groups as a class.

- Asian and Pacific Islander Heritage Month (May):
  https://www.cmohs.org/recipients/lists/asian-pacific-islander-recipients
- Black History Month (February):
  https://www.cmohs.org/recipients/lists/black-african-american-recipients
- Hispanic Heritage Month (Sept. 15 – Oct. 15):
  https://www.cmohs.org/recipients/lists/hispanic-latino-recipients
- Jewish American Heritage Month (May):
  https://www.cmohs.org/recipients/lists/jewish-recipients
- Native American Heritage Month (November):
  https://www.cmohs.org/recipients/lists/native-american-indian-recipients

Elective Course/Clubs

Create an elective course or an after-school club that focuses on the Medal of Honor Character Development Program. Start with the Introductory section lessons and from there teachers can select lessons from any section within the curriculum. We recommend alternating between different core value focused lessons with the culminating assignment being a research paper or project focused on a specific Recipient or Recipients within a specific conflict. It is recommended to do 1-2 CDP lessons per week. Instructor can invite guest speakers, incorporate group service activities that serve local communities, read various novels and biographies that showcase the six core values, focus on leadership activities, current event problem solving, and history and geography of military conflicts and wars. Alternatively, the culminating assignment can be a community service project focused on the veteran community.

Other Applications

Alternative Discipline – Have students who are struggling with discipline issues take time to watch Recipient videos or research their stories. Hold a one-on-one discussion with the student about the struggles the Recipients faced and how they overcame them.

Leadership – Have your school, club or team leaders do one of our leadership focused lessons as part of their training – C2, C8, C12, D15

MEDAL OF HONOR LIVING HISTORY GUIDE

Recipient	Branch	Date	Conflict	Curriculum Focus Area
CIVIL WAR				
Mary Walker	N/A	1861	Civil War	Civil War, POW, Women's Suffrage
WORLD WAR I				
Shemin, William	Army	August 7-9, 1918	WWI	WWI
WORLD WAR II				
Adams, Lucian	Army	October 1944	WWII: Europe	World War II
Baker, Vernon	Army	April 1945	WWII: Europe	Treatment of Black Soldiers, Contributions
Barfoot, Van	Army	May 1944	WWII: Europe	World War II
Biddle, Melvin	Army	December 1944	WWII: Europe	Battle of Bulge, Conditions for Soldiers
Bloch, Orville	Army	September 22, 1944	WWII: Europe	World War II
Burt, James	Army	October 1944	WWII: Europe	World War II
Bush, Robert	Navy	May 1945	WWII: Pacific	Okinawa: War of Attrition
Colalillo, Michael	Army	April 1945	WWII: Europe	World War II
Coolidge, Charles	Army	October 1944	WWII: Europe	World War II
Crawford, William	Army	September 1943	WWII Europe	World War II
Currey, Frances	Army	December 1944	WWII: Europe	Battle of Bulge, Conditions for Soldiers
Dahlgren, Edward	Army	February 1945	WWII: Europe	World War II
Daly, Michael J.	Army	April 1945	WWII Europe	World War II
Davila, Rudolph B.	Army	May 1944	WWII Europe	World War II
DeBlanc, Jefferson	Marine Corps Reserve	January 1943	WWII: Pacific	World War II
Doss, Desmond	Army	May 1945	WWII: Pacific	Island Hopping: Okinawa, Medic, Conscientious Objector
Dunham, Russell	Army	January 1945	WWII: Europe	World War II
Ehlers, Walter	Army	June 6, 1944	WWII: Europe	D-Day Invasion, Normandy
Erwin, Henry	Army - Air Corps	April 1945	WWII: Pacific	Army Air Corps
Finn, John	Navy	December 7, 1941	WWII: Pacific	Pearl Harbor Survivor
Gordon, Nathan	Army	February 1944	WWII: Europe	World War II
Gregg, Stephen	Army	August 1944	WWII: Europe	World War II
Hawk, John	Army	August 1944	WWII: Europe	Blitzkrieg: German armor and attack method
Hayashi, Shizuya	Army	November 1943	WWII: Europe	World War II
Hendrix, James	Army	December 1944	WWII: Europe	World War II
Jackson, Arthur	Marine Corps	September 1944	WWII: Pacific	Island Hopping: Pelilu
Lucas, Jack	Marine Corps	February 1945	WWII: Pacific	Island Hopping: Iwo Jima
Maxwell, Robert	Army	September 1944	WWII: Europe	World War II

Recipient	Branch	Date	Conflict	Curriculum/Focus Area
McCool, Richard	Marine Corps	June 1945	WWII: Pacific	Japanese Kamikaze, Island Hopping
Murray Jr., Charles	Army	December 1944	WWII: Europe	World War II
Nett, Robert	Army	December 1944	WWII: Pacific	World War II
Oresko, Nicholas	Army	January 1945	WWII: Europe	World War II
Paige, Mitchell	Marine Corps	April 1943	WWII: Pacific	Island Hopping: Guadalcanal
Pope, Everett	Marine Corps	September 1944	WWII: Pacific	Island Hopping: Pelilu, Guadalcanal
Sakato, George	Army	October 1944	WWII: Europe	Japanese Americans Internment, Japanese Ancestry, Contribution of Japanese Units
Sorenson, Richard	Marine Corps Reserve	February 1944	WWII: Pacific	World War II
Swett, James	Marine Corps	April 1943	WWII: Pacific	Island Hopping: Guadalcanal
Wahlen, George	Navy	March 1945	WWII: Pacific	Island Hopping: Iwo Jima
Wiedorfer, Paul	Army	December 1944	WWII: Europe	World War II
Williams, Hershel	Marine Corps	February 1945	WWII: Pacific	Island Hopping: Iwo Jima
Zeamer Jr., Jay	Army Air Corps	June 1943	WWII: Pacific	World War II
KOREA				
Barber, William	Marine Corps	1950	Korea	Korean War
Charette, William	Navy	March 1953	Korea	Korean War
Crump, Jerry	Army	September 6, 1951	Korea	Korean War
Davis, Raymond	Marine Corps	December 1950	Korea	Chosin Reservoir
Dewey, Duane	Marine Corps	April 1952	Korea	Korean War
Hernandez, Rodolfo	Army	May 1951	Korea	Korean War
Hudner Jr., Thomas	Navy	December 1950	Korea	Korean War
Millet, Lewis	Army	February 1951	Korea	Korean War
Miyamura, Hiroshi	Army	April 1951	Korea	Japanese Ancestry, Chosin Reservoir, POW
Mize, Ola	Army	June 1953	Korea	Korean War
Murphy, Raymond	Marine Corps	February 1953	Korea	Korean War
Myers, Reginald	Marine Corps	November 1950	Korea	Chosin Reservoir
O'Brien, George	Marine Corps	October 1952	Korea	38th Parallel Line
Puckett, Jr., Ralph	Army	November 1950	Korea	Korean War
Rodriguez, Joseph	Army	October 1952	Korea	Korean War
Rosser, Ronald	Army	January 1952	Korea	Korean War
Rubin, Tibor	Army	1950-1953	Korea	POW, Holocaust Survivor, Anti-Semitism, Immigrant

Recipient	Branch	Date	Conflict	Curriculum/Focus Area
Simanek, Robert	Marine Corps	August 1952	Korea	Korean War
Sitter, Carl	Marine Corps	November 1950	Korea	Chosin Reservoir
Stone, James	Army	November 1951	Korea	Korean War
West, Ernest	Army	October 1952	Korea	Korean War
VIETNAM				
Adkins, Bennie	Army	March 1966	Vietnam	Ho Chi Min Trail
Baca, John	Army	February 1970	Vietnam	Draft, Juvenile Delinquent
Bacon, Nicky	Army	August 1968	Vietnam	Vietnam War
Baker Jr., John	Army	November 1966	Vietnam	Vietnam War
Ballard, Donald	Navy	May 1968	Vietnam	Vietnam War
Barnum Jr., Harvey	Marine Corps	December 1965	Vietnam	Vietnam War
Beikirch, Gary	Army	April 1970	Vietnam	Home Front Treatment, Anti-War Protest
Benavidez, Roy	Army	May 1968	Vietnam	Vietnam War
Brady, Pat	Army	January 1968	Vietnam	Helicopter Medical Evacuation
Bucha, Paul	Army	March 1968	Vietnam	North Vietnamese Army, Binh Duong
Cavaiani, Jon	Army	June 1971	Vietnam	Vietnam War
Clausen Jr., Raymond	Marine Corps	January 1970	Vietnam	Vietnam War
Crandall, Bruce	Army	November 1965	Vietnam	Draft, Helicopter Cavalry Warfare
Davis, Rodney	Marine Corps	September 6, 1967	Vietnam	Vietnam War
Davis, Sammy	Army	November 1967	Vietnam	Artillery, Vietnam in Pop Culture, Brotherhood
Day, George	Air Force	1967-1973	Vietnam	Vietnam War, POW
Dix, Drew	Army	January 1968	Vietnam	Tet Offensive
Donlon, Roger	Army	July 1964	Vietnam	Vietnam War, Family
Ferguson, Frederick	Army	January 1968	Vietnam	Vietnam War
Fisher, Bernard	Air Force	March 1966	Vietnam	Vietnam War
Fitzmaurice, Michael	Army	March 1971	Vietnam	Vietnam War
Fleming, James P.	Air Force	November 1968	Vietnam	Helicopter Warfare, Special Operations
Foley, Robert	Army	November 1966	Vietnam	Vietnam War
Fox, Wesley	Marine Corps	February 1969	Vietnam	Vietnam War
Freeman, Ed	Army	November 1965	Vietnam	Vietnam, Air Cavalry
Fritz, Harold	Army	January 1969	Vietnam	Vietnam War
Gonzalez, Alfredo	Marine Corps	Feburary 4, 1968	Vietnam	Vietnam War
Hagemeister, Charles	Army	March 1967	Vietnam	Draft, Medic
Howard, Robert	Army	November 1968	Vietnam	Rescue POW, Air Support

Recipient	Branch	Date	Conflict	Curriculum/Focus Area
Ingram, Robert	Navy	March 1966	Vietnam	Vietnam War
Jackson, Joe	Army	May 1968	Vietnam	Vietnam War, Air Power
Jacobs, Jack	Army	March 1968	Vietnam	Vietnamese Advisor, Espionage
Johnson, Ralph	Marine Corps	March 5, 1968	Vietnam	Vietnam War
Keller, Leonard	Army	May 1967	Vietnam	Vietnam War
Kelley, Thomas	Navy	June 1969	Vietnam	Vietnam War
Kellogg Jr., Alan	Marine Corps	March 1970	Vietnam	Vietnam War
Kerrey, Joseph	Navy Reserve	March 1969	Vietnam	Vietnam War
Lang, George	Army	February 1969	Vietnam	Vietnam War
Lee, Howard	Marine Corps	August 1966	Vietnam	Vietnam War
Littrell, Gary	Army	April 1960	Vietnam	Training Indigenous Population, Military Advisor
Livingston, James	Marine Corps	April 1968	Vietnam	Vietnam War
Lynch, Allen	Army	December 1967	Vietnam	Vietnam War
Marm Jr. Walter	Army	November 1965	Vietnam	Vietnam War
McCloughan, James	Army	May 13-15, 1969	Vietnam	Vietnam War
McGinty III, John	Marine Corps	July 1966	Vietnam	Vietnam War
McGonagle, William	Navy	June 1967	Vietnam	Mediterranean Conflict, Israel
McNerney, David	Army	March 1967	Vietnam	Vietnam War
Modrzejewski, Robert	Marine Corps	July 1966	Vietnam	Vietnam War
Morris, Melvin	Army	September 1969	Vietnam	Green Beret, Civil Rights
Norris, Thomas	Navy	April 1972	Vietnam	Navy SEAL
Novosel, Michael	Army	October 1969	Vietnam	Vietnam War
Patterson, Robert	Army	May 1968	Vietnam	Vietnam War
Pittman, Richard	Marine Corps	July 1966	Vietnam	Vietnam War
Rascon, Alfred	Army	March 1966	Vietnam	Medic Responsibilities, Immigrant
Ray, Ronald	Army	June 1966	Vietnam	Vietnam War
Roberts, Gordon	Army	July 1969	Vietnam	Vietnam War
Rose, Gary Michael	Army	September 1970	Vietnam	Vietnam War
Sasser, Clarence	Army	January 1968	Vietnam	Draft, Civil Rights
Stockdale, James	Navy	1965-1973	Vietnam	Vietnam War, POW
Stumpf, Kenneth	Army	April 1967	Vietnam	Vietnam War, Draft
Swanson, Jon	Army	February 1971	Vietnam	Vietnam War
Taylor, James	Army	November 1967	Vietnam	Vietnam War
Thacker, Brian	Army	March 1971	Vietnam	Vietnam War, Artillery
Thornton, Michael	Navy	October 1972	Vietnam	Navy SEAL, South Vietnamese Army
Thorsness, Leo	Air Force	April 1967	Vietnam	POW, Hanoi Hilton, Fighter Pilot

Recipient	Branch	Date	Conflict	Curriculum/Focus Area
Vargas, Jay	Marine Corps	April 1968	Vietnam	Ho Chi Min Trail, Naval Guns, Families in War
Wetzel, Gary	Army	January 1968	Vietnam	Vietnam War
War on Terrorism				
Carpenter, William "Kyle"	Marine Corps	November 2010	Afghanistan	War on Terrorism
Carter, Ty	Army	October 2009	Afghanistan	War on Terrorism
Groberg, Florent	Army	August 2012	Afghanistan	War on Terrorism, Immigrant
Guinta, Salvatore	Army	October 2007	Afghanistan	Osama Bin Laden, Taliban, 9/11
Petry, Leroy	Army	May 2008	Afghanistan	War on Terrorism
Romesha, Clinton	Army	October 2009	Afghanistan	Osama Bin Laden, Taliban, 9/11
Shurer, Ron	Army	April 2008	Afghanistan	War on Terrorism
Williams, Matthew	Army	April 2008	Afghanistan	War on Terrorism
White, Kyle	Army	November 2007	Afghanistan	War on Terrorism

SUGGESTED FURTHER READING

Some material may be appropriate only for older students.

Please review sources before assigning them for student reading.

Baker, Vernon, and Ken Olsen. Lasting Valor. New York: Bantam Books, 1999.

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