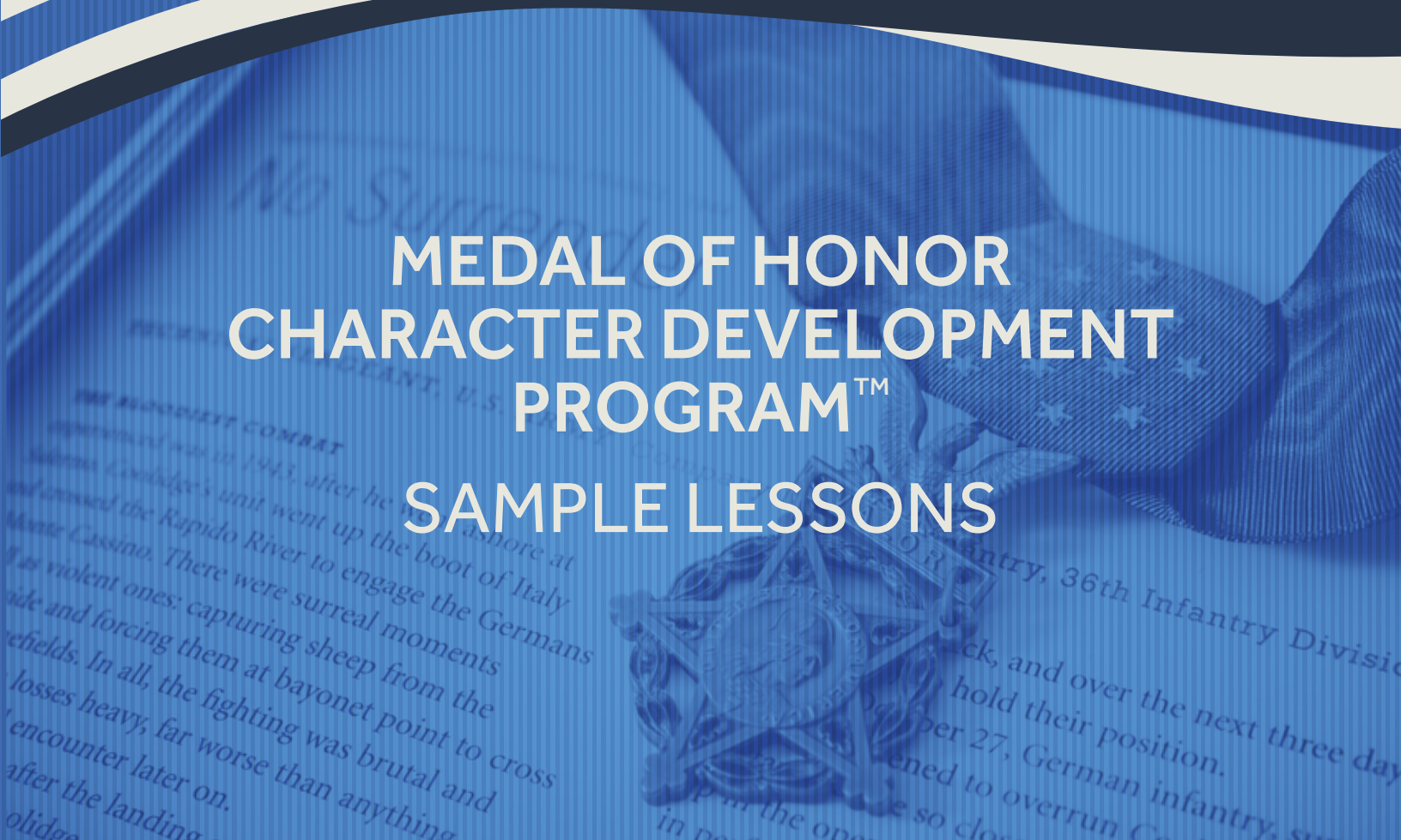


CONGRESSIONAL
MEDAL *of* HONOR
SOCIETY TM



**MEDAL OF HONOR
CHARACTER DEVELOPMENT
PROGRAMTM**

SAMPLE LESSONS



Medal of Honor Character Development Program™



Middle and High School Lesson Sampler

In this book, you will find a sampling of lessons from the Medal of Honor Character Development Program. These lessons are a snapshot of what is available in the full curriculum. After you've explored these resources, visit cmohs.org/lessons to access more lessons and resources to use with your students.

Table of Contents

SAMPLE LESSONS

LESSON A2 Exploring the Six Core Values	5
LESSON A3 Medal of Honor: What Does It Mean?	7
LESSON A8 Citation Investigation: Analyzing Narrative	9
LESSON B9 Integrity and the Power of Words	13
LESSON B10 What Would You Do?	17
LESSON C2 The “Burden” of Leadership	19
LESSON D7 War in Social Context	23
LESSON D17 What Makes a Veteran?	25

The Medal of Honor Character Development Program is a curriculum resource designed for 6th -12th grade students. Focused on the stories of Medal of Honor Recipients, the lessons highlight how the values of courage, commitment, sacrifice, integrity, citizenship, and patriotism are shown in important moments in history.

The lessons in the program begin with **Section A: Introductory Lessons**, which form the foundation for the rest of the curriculum. These lessons introduce the core values (A2 – *Exploring the Six Core Values*), explain the importance of the Medal of Honor, America’s highest military award for valor in combat (A3 – *Medal of Honor: What Does It Mean?*), discuss the role of citizen heroes, and introduce students to the concept of a Medal of Honor citation, the official government document explaining an individual’s Medal of Honor actions (A8 - *Citation Investigation: Analyzing Narrative*).

After you have covered the basics with your students, dive into our more advanced lessons. **Sections B, C, and D** are organized by values and feature lessons that can be used in a variety of classes, including Social Studies and History, English and Language Arts, or STEAM subjects. This booklet includes lessons which give students a chance to use their close reading skills as they investigate the Medal of Honor recommendation process (B8 - *Integrity and the Power of Words*), understand how challenging it can be to lead others (C2 - *The “Burden” of Leadership*), and explore how public perception changed among various conflicts through U.S. History (D7 – *War in Social Context*).

The curriculum also features lessons that work as a standalone for military holidays like Veterans Day (D-17 *What Makes a Veteran?*) and lessons which feature Citizen Honors awardees, civilians who have been recognized by the Medal of Honor Recipients (B10 – *What Would You Do?*).

After you have previewed the resources presented in this sampler, visit us at cmohs.org/register to create a free account and download all of the lessons of the program. On the website, you will also find:



- Citations, the official written government declaration about action of the Medal of Honor Recipient
- Short historical videos that feature the stories of Medal of Honor Recipients and Citizen Heroes
- A dashboard to save your favorite lessons for easy access later
- Dear Young American video series and accompanying lessons
- Implementation guides and other resources
- Webinars and other Congressional Medal of Honor Society events

Want guidance on how to use the lessons? Get trained for free! You can take our free online training, attend an in-person training near you, or schedule a training for your school or district. Learn more at <https://www.cmohs.org/training>.

What To Do Next

1

Explore the program. Check out the lessons in the book and explore the resources on our website.

2

Get ready to use the materials. New additional guidance? Take our online training or find an in-person training near you. Already completed training? Check out our webinar library for refreshers or sessions detailing new resources.

3

Talk to your leadership. Show your department, school, or district leadership how the program works. You can download fact sheets and other details on our website. Need support? Reach out to us at info@cmohedu.org.

4

Create your plan. Which lessons will you use this year? Save them to your dashboard and get ready to teach.

5

Introduce your students to the stories of heroes. Start using the lessons and watch as your students are inspired by history and engaged in thoughtful conversations about values.

6

Give us your feedback. Once you have used the lessons with your students, let us know how it's going, and tell us what you want to see in the future.

*“I didn’t care what happened to me, but
I wanted to protect my men, under any
circumstance.”*

- MEDAL OF HONOR RECIPIENT
CHARLES COOLIDGE

Exploring the Six Core Values

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

Definition:	Core Value:	Synonyms:
Examples:		

Medal of Honor: What Does It Mean?

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?

Citation Investigation: Analyzing Narrative

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.

LESSON A8

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.	

Integrity and the Power of Words

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.

CONGRESSIONAL MEDAL OF HONOR SOCIETY

XXXXXXXXXXXXXX

28 JUL 1967

SUBJECT: Recommendation for Award of the Medal of Honor

T. F. SIKORA
Captain, USA
Asst AG

RECORD COPY	
COORDINATING OFFICER	
ACTION OFFICER	
TEL NUMBER	
COORDINATION	
OFFICE	INITIALS DATE
	2 SEP 68 <i>[Signature]</i>
	G
ACTION OFFICER	
RELEASING	

REF: AS A RESULT OF A QUESTION FROM GEN WESTERLAND,
A CHANGE WAS MADE IN THE PROPOSED CITATION
OF "COST OF HIS LIFE" TO "RISK OF HIS LIFE."
"PT SECURES 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.

What Would You Do?

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."*

- MEDAL OF HONOR RECIPIENT
CLINTON ROMESHA

The “Burden” of Leadership

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

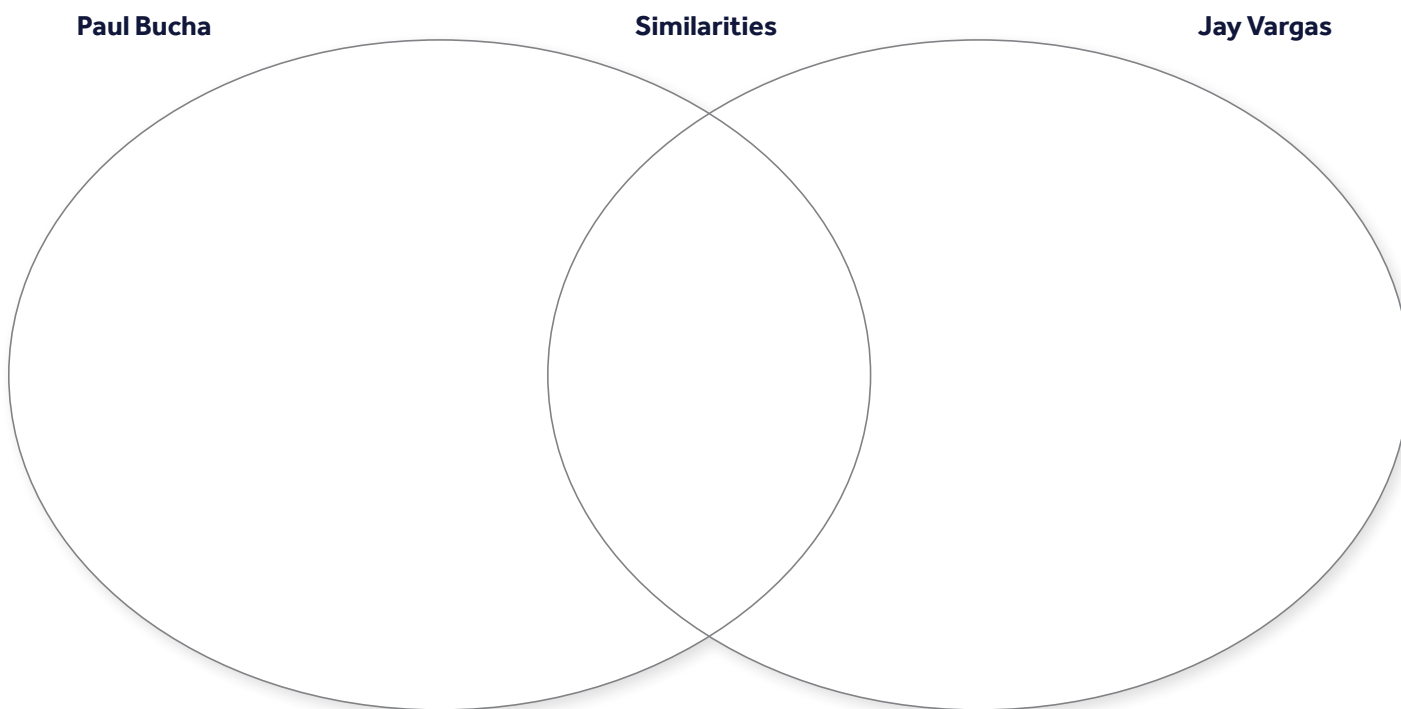
Directions: Fill out the Venn diagram about Paul Bucha and Jay Vargas. In each of the three areas complete the requested information. Once you have completed the diagram, answer the prompt below. Remember to be detailed and honest in your answers.

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.

“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 it for you, and that’s what makes this country so great.”

- MEDAL OF HONOR RECIPIENT
DREW DIX

War in Social Context

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.

LESSON D7

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?

What Makes a Veteran?

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 Terrorism (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 G. Bellavia Speaks on Values and His Army Service. Video by Elliot Valdez, Defense Media Activity-Army. (<https://vimeo.com/528830580>), Worksheet

War on Terrorism (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

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.



Used With Permission, U.S. Army Photo by Monica A. Kin

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.



www.cmohs.org