

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 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, poster, essay, presentations, and connections to real-life examples

Resources:

Core Values Word Map Template, 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:	Examples:
Synonyms:		Antonyms:

Portrait of a Service Member

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:

Students will read the Recipient's Portrait of Valor and view the video based on his story.

Small Group Activity:

Students will work with a partner to summarize the action(s) for which the Recipient received the Medal of Honor. Students 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:

Students will 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 B 1

Whole Group Activity:

Students will share out their questions while the teacher records them for the class. Students will decide as a group the top questions to use during the class interview process. Students will decide which questions are the most thoughtful or thought-provoking as well as appropriate.

The teacher will provide the students with a list of their questions, and students will decide collectively how to divide up the questions. If possible, the list of questions should be provided to the 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 service member.

DAY 2

Whole Group Activity:

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

Concluding Activity:

Students will 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, the class will discuss similarities and connections between the Medal of Honor Recipient and the guest speaker.

Concluding Activity:

The students will write a thank you card to the veteran or service member.

Assessment:

Prepared questions, written reflection

Resources:

Portrait of Valor for chosen Recipient, Living History video for chosen Recipient

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:

Students 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. Students discuss with the person next to them, and then the teacher asks for a few responses to be shared with the class.

Small Group Activity:

- Teacher hands out worksheet and asks 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. Watch video.
- Students answer questions 1-3, and teacher assists if students need help recalling or clarifying video segments or information.
- Students discuss in small groups what they wrote and why. Teacher calls on select groups to share out.
- Teacher asks students to read over questions 4-6 and be prepared to locate or jot down certain information. Watch video on Jay Vargas.
- Students answer questions 4-6, and teacher assists if students need help recalling or clarifying video segments or information.
- Students discuss in small groups what they wrote and why. Teacher calls on select groups to share out.

Whole Group Activity:

Teacher and students move to page two of the worksheet. Teacher explains Venn diagram and ensures that students are aware of directions. Students complete the worksheet, working in pairs if necessary.

Teacher asks students to come forward and fill out Venn diagram drawn on front board and leads discussion as students do. Class can debate or clarify as needed.

Concluding Activity:

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

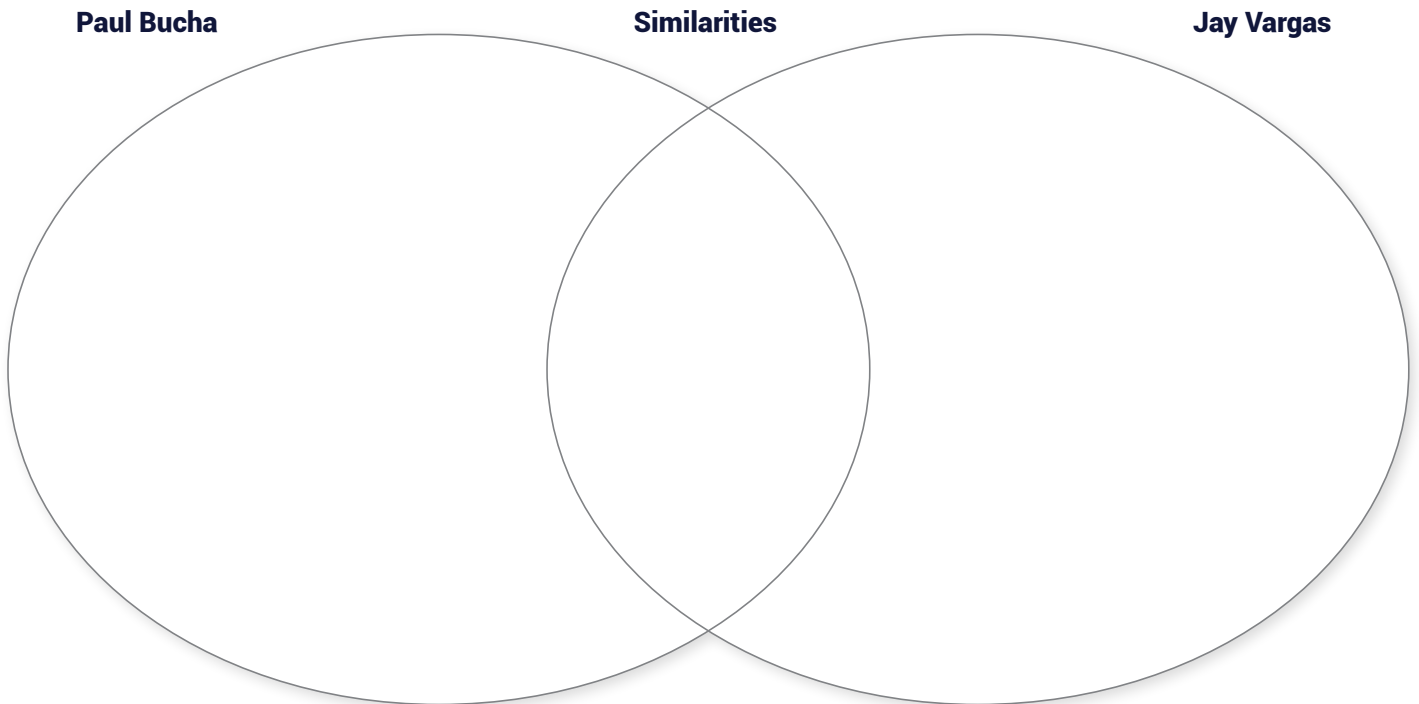
Directions: Fill out the Venn diagram about Paul Bucha and Jay Vargas. In each of the three areas complete the requested information. Once you have completed the diagram, answer the prompt below. Remember to be detailed and honest in your answers.

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.

Defining Citizenship

Suggested Application: Social Studies, Political Science, War on Terror

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 Terror (Afghanistan)

Introductory Activity:

The teacher will provide a definition for citizenship and clarify the meaning for the student. The class will discuss different types of communities of which one can be a citizen. After this discussion, the teacher will model the activity by identifying the different communities of which he or she is a part.

Individual Activity:

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:

Students will watch the video of William “Kyle” Carpenter.

Concluding Activity:

Students will complete the back of the worksheet to identify the roles and responsibilities Carpenter has as a member of his communities. Students will revisit their roles and responsibilities within all of their identified communities and describe ways that they can grow as citizens.

Assessment:

Worksheet

Resources:

Worksheet, 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. Tue. 4 Apr. 2017.

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?
