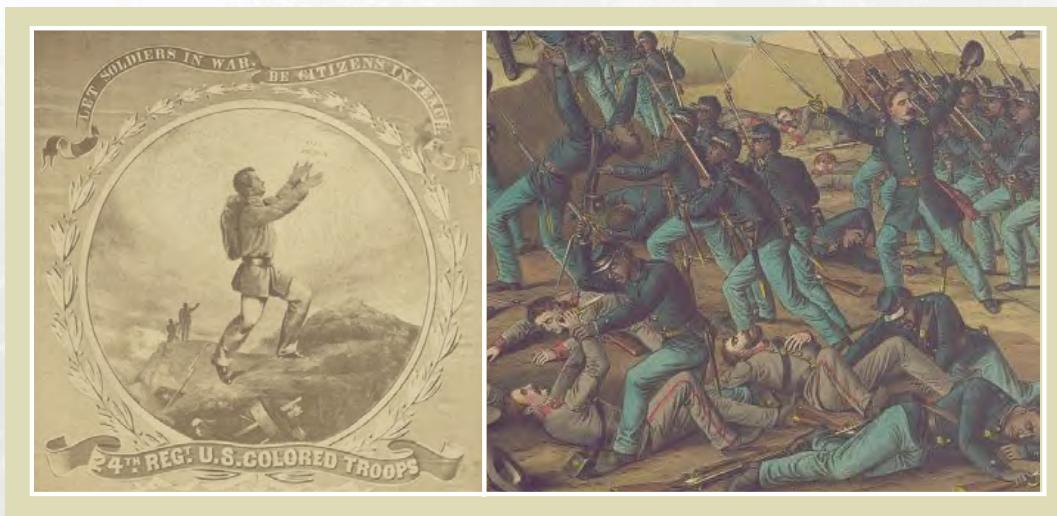




National
Cemetery
Administration
**Veterans
Legacy
Program**



The Battle Cry of Freedom

Honoring African American Military Service in the Civil War

"We hold that a soldier's most appropriate burial place is on the field where he has fallen."

Francis George Shaw

Middle Level Lesson



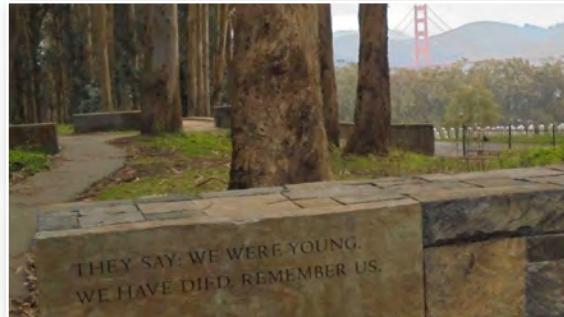
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The National Cemeteries and the Veterans Legacy Program

Since the Civil War, the United States has maintained national cemeteries to honor its veterans' service. A century and a half later, these cemeteries offer a broad range of resources for study and opportunities to honor those who have served in the nation's wars. Within their walls and records may be found the story of how the nation has met its debt to those who served in its armed forces and how our understanding of that obligation has deepened with time.



The National Cemetery Overlook in the Presidio, San Francisco, with an excerpt from "The Young Soldiers Do Not Speak" (1941), by Archibald MacLeish (1892-1982).

Each national cemetery has its own history and unique landscape, with the geography, design, and nature worthy of reflection. The cemeteries' manicured lawns reflect the care extended to sacred ground where honored dead lie. The mission of the Veterans Legacy Program is to extend that care beyond the grave to remember their service to the nation by telling their stories. The program draws on the help of educators and students to search out the sources to document these lives and honor their deeds. Accounts of courage and sacrifice, of competence and service, all contribute to our appreciation of what earlier generations have given to the nation and help us understand why this ground is set aside as hallowed.



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Welcome, Educators!

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- Customized for middle level and high school students, the program's five lesson plans introduce students to the important roles played by African Americans and women during the Civil War, to heroic Medal of Honor recipients and diverse service men and women of the Second World War, and to the history and traditions of Memorial Day.
- The lesson plans are supplemented online with a variety of additional resources. These include a collection of primary source documents and images, interactive maps, and short videos related to the content of the lesson plans.

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Thank you, and good luck with this exciting new program!

Key Themes of the Veterans Legacy Program's Lesson Plans

- Honoring African American Military Service during the Civil War
- Women's roles in nursing the Civil War wounded and memorializing the dead
- Stories of World War II Medal of Honor recipients, illustrating the war's key campaigns and major battles
- Diverse groups that contributed to American victory in World War II
- The origins and history of Memorial Day and the evolution of its traditions

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PHOTOGRAPHY CREDITS

Library of Congress: Cover (both), page 7

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National Cemeteries Referenced in this Lesson

Beaufort National Cemetery

Jefferson Barracks National Cemetery: Site of U.S. Colored Troops Grave Marker (1866)

Nashville National Cemetery: Site of U.S. Colored Troops Monument (2006)

Woodlawn National Cemetery: Site of Confederate soldier burials by John W. Jones

EDUCATION STANDARDS

Common Core English Language Arts Standards (ELA)

RI: Reading Informational Text **W:** Writing

- RI.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
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Common Core History/Social Studies Standards

RH: Reading History **WHST:** Writing History

- RH 6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH 6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- WHST 6-8.8** Gather relevant information from multiple print sources and digital sources, assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard citation format.
- WHST 6-8.9** Draw evidence from informational texts to support analysis, reflection, and research.

NCSS Disciplinary Standards

History

Enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts and other graphic organizers; and draw upon visual, literary, or musical sources.

Help learners to identify issues and problems of the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action and evaluate the implementation of that decision.

Geography

Guide learners in the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.



First SC Infantry Historic Marker

KEY MESSAGES

- African Americans participated in Union military service in significant numbers during the Civil War.
- The federal government provided honorable burials for African Americans who died in service, as it sought scattered Union gravesites during Reconstruction and moved the remains to national cemeteries.

LEARNING ACTIVITIES

Activity 1

The 54th Massachusetts & Colonel Shaw

Time Required: 45-minute class period

Activity 2

How has African American Military Service in the Civil War Been Memorialized?

Time Required: 45-minute class period

STUDENT HANDOUTS

- Graphic Organizer: Commemorating African American Military Service
- Resources for Sites Commemorating African American Military Service in the Civil War
- Venn Diagram: Comparing Sites Commemorating African American Military Service

The Battle Cry of Freedom

Honoring African American Military Service in the Civil War

Learning Objectives

1. Describe the U.S. Government's responsibility to fallen soldiers and their families.
2. Discover how African American military service has been memorialized over time.

Featured Cemetery

Beaufort National Cemetery, Beaufort, SC

Lesson Overview

Historians now stress how many African Americans achieved their own emancipation by escaping slavery and fighting for what they knew the war was about: what Lincoln called "a new birth of freedom" and the end of slavery. African Americans were eager to fight for the Union, but they were not officially allowed to enlist in the military until 1862.

This lesson explores how the Confederate burial of African American Union troops and their white officer, Robert Gould Shaw, all killed in battle, helped to ignite a national controversy over race, death, and honor. Students are asked to consider what constitutes an honorable burial and what the government owes to its fallen. Students also look at how African American military service has been memorialized over time. Students will compare grave markers, monuments, and sculpture and examine where, when, and why they were erected.

Primary Sources

- Francis Shaw's letter to General Quincy Gillmore (1863)
- Six memorials to African American Civil War military service (1866-2006)

Essential Questions

1. *What military role did African Americans play in the Civil War?*
2. *How did that role change as the war progressed?*
3. *How and why do we memorialize African American soldiers' role in the war?*

FEATURED INSET

Along Boundary Street, alongside Beaufort National Cemetery, this marker commemorates the first African American military unit comprised of former slaves. At least a dozen men who served in the 1st South Carolina Infantry are buried in Section 30 on the opposite side of the cemetery wall.

Introduction to Activities

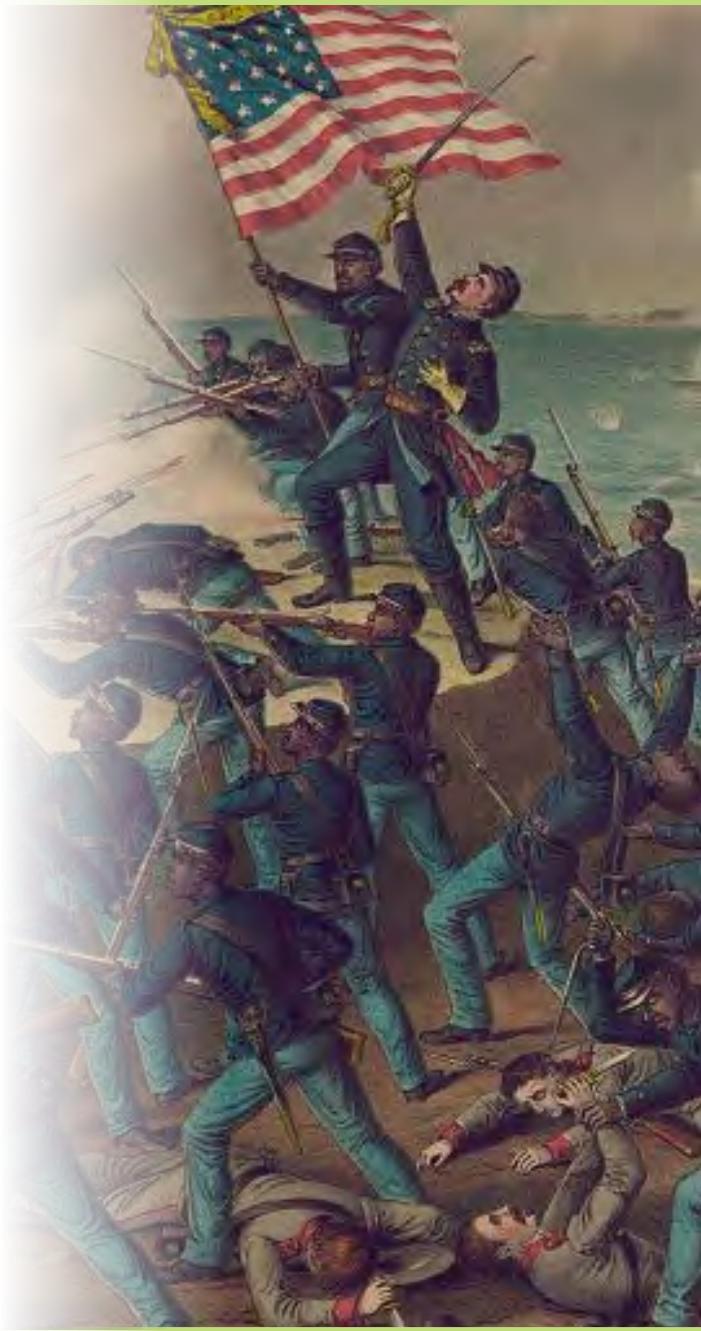
Even before the Emancipation Proclamation, slaves fled to join the Union Army as it drew near, effectively emancipating themselves once they had reached Union-occupied Confederate territory. The new freedmen wanted to fight for the Union, but were originally not allowed to serve in the Army or Navy.

The first unit recruited from freedmen was the First South Carolina, organized in Hilton Head and Beaufort in 1862. The most famous African American regiment was the 54th Massachusetts, recruited from free African Americans living in New England. The regiment was led by Colonel Robert Gould Shaw and is the subject of the film *Glory*.

During the nineteenth century, the Army used numbered marble posts to mark the graves of unknown servicemen. Since the early 1900s, unknowns have been marked with standard veterans' headstones. In early 1868, the Army removed the remains of Union soldiers buried on Morris Island, including those at Ft. Wagner, and reburied them at Beaufort National Cemetery under unknown markers. (Even a few years after the Civil War, there was no way to determine individual identities for many of those moved to national cemeteries in this effort, particularly those buried in mass graves.) As such, Colonel Shaw and his men must rest somewhere among the 4,500 Civil War unknowns buried in Beaufort National Cemetery.

The moving of remains from Morris Island was part of a larger effort to relocate Union graves from the South Carolina and Georgia coastal areas to Beaufort. By the mid-1880s, Ft. Wagner and the site of the original trench grave on Morris Island had completely washed away into the Atlantic Ocean.

Teachers may obtain additional background prior to teaching the activities by reviewing how Lincoln made emancipation central to the Union cause and how official policy moved from Contraband Acts to the Emancipation Proclamation and the 13th Amendment. (See Resources on lesson plan website.)



Storming Ft. Wagner

FEATURED INSET

The bravery of the 54th Massachusetts in the assault on Ft. Wagner came to represent the courage of the African Americans who fought in Union forces. This print was published in Chicago around 1890.

The Battle Cry of Freedom

ACTIVITY 1

The 54th Massachusetts and Colonel Shaw

MATERIALS NEEDED

- DVD of *Glory* (or video clip of last scene)
- Letter from Francis Shaw to General Quincy Gillmore, shown below
(also available for download at the NCA Legacy Program website, www.cem.va.gov/legacy)
- Photo of unknown burial markers in Beaufort National Cemetery

PREPARATION

Queue up the last scene of *Glory*, Part 33: "Lost Cause," from 1:52:50 to 1:55:05, showing the trench burial.

Access/download the letter and photograph from the NCA Legacy Program website.

Francis Shaw's Letter to General Gillmore

Brigadier General Gillmore,
Commanding Department of The South

Sir,

I take the liberty to address you because I am informed that efforts are to be made to recover the body of my son, Colonel Shaw of the Fifty-fourth Massachusetts Regiment, which was buried at Fort Wagner. My object in writing is to say that such efforts are not authorized by me or any of my family, and are not approved by us. We hold that a soldier's most appropriate burial place is on the field where he has fallen. I shall therefore be much obliged, General, if in case the matter is brought to your cognizance, you will forbid the desecration of my son's grave, and prevent the disturbance of his remains or those buried with him. With most earnest wishes for your success, I am, sir, with respect and esteem,

Your obedient servant,

*Francis George Shaw
New York, Aug. 24, 1863*

From Luis F. Emilio, *A Brave Black Regiment*, Boston, 1894, pp 102-103

Activity Background

During the Civil War, commonly held standards about the honorable treatment of enemy soldiers led to public controversy over the deaths of U.S. Colored Troops at the hands of Confederates at Ft. Pillow. These standards also affected what happened to the bodies of the 54th Massachusetts who fell at Ft. Wagner near Charleston, SC on July 18, 1863.

After the battle, the fort remained in Confederate hands, and the Confederates took responsibility for burying the dead. Colonel Robert Gould Shaw, who was white, was buried in the trench with his African American soldiers.

This burial was widely reported in the North and was interpreted as a Confederate insult to Shaw. It was considered dishonorable for two reasons: 1) Officers were usually separated if they could be identified, and 2) The races were customarily buried separately.

Trench and mass burials for soldiers were common on battlefields during the Civil War. Burial in both the South and the North was almost always in segregated cemeteries until after the Civil Rights Movement of the 1950s.

Activity Steps

1. Show the final scene of *Glory*, or explain that Colonel Robert Gould Shaw, who was white, was buried in the trench with his African American soldiers.
2. After watching the clip, use the information in the Introduction to Activities and Activity Background to lead a class discussion using the following questions:
 - *What challenges might African Americans face from the Union Army after joining, or from the Confederates they met in battle?*
 - *What happened to the dead at Ft. Wagner?*
 - *What might have been considered dishonorable about the burial of Shaw and the men of the 54th Massachusetts at that time?*
 - *When the Union Army took control of Ft. Wagner less than two months after the battle, do you think they should have tried to locate Shaw so that his body could be returned home, as officers' bodies generally were?*
3. Introduce the final discussion question: *Do you agree or disagree with Mr. Shaw?* You may wish to have students move to opposite sides of the room for this discussion. Students should discuss the question of the Shaw family's desires and the desires of the families of the soldiers buried with Colonel Shaw.
4. After the class has discussed these questions, read the letter from Francis Shaw (Robert's father) requesting that his son remain buried with his men (See sidebar on page 8).

Activity Closure

Show the image of the marble posts marking unknown Civil War graves in Beaufort National Cemetery (image available at www.cem.va.gov/legacy).

- Invite students to recap what they've learned about the burial of unknown soldiers in Beaufort, and about Colonel Shaw and the 54th Massachusetts. Ask what they think about the decision of Colonel Shaw's family, especially in light of attitudes during the Civil War era. Ask students to also consider whether, in the larger context, a group burial was an honorable or dishonorable burial for the Union soldiers whose remains could not be identified. *Why?* Encourage class discussion.
- Ask students: *What did you find most interesting about this activity, and why?*



Beaufort Post



Beaufort Unknown Posts

FEATURED INSET

Until 1903, the graves of unknown soldiers were marked with numbered marble blocks. These are in Section 54, but similar ones are found throughout Beaufort National Cemetery. About 950 of 4,500 unknown Civil War remains are African American servicemen.

The Battle Cry of Freedom

ACTIVITY 2

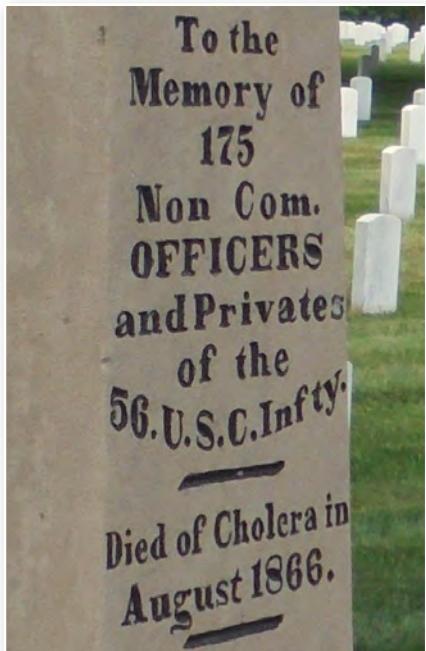
How has African American Military Service in the Civil War Been Memorialized?

MATERIALS NEEDED

- Handout 1: Graphic Organizers, one per student
- Handout 2: Resources (with informational websites), one per student
- Handout 3: Venn Diagram, one per student
- Technology to access websites

PREPARATION:

Access/download the letter and photograph on the NCA Legacy Program website, www.cem.va.gov/legacy.



*U.S. Colored Infantry Grave Marker (1866)
Jefferson Barracks National Cemetery
(Section 57)*

Activity Steps

1. Have students compare up to six sites commemorating African Americans' service in the Civil War: Have groups of students examine memorials from 1866 to 2006 (see Sites list, below). These include group grave markers erected following an epidemic and an archaeological discovery, a local and national monument, and three statues, one of which is considered to be among the greatest memorials in the country.
(Note: Student Handout 2 includes links to this information.)

Sites:

- a. U.S. Colored Troops Group Grave Marker (1866), Jefferson Barracks National Cemetery, St. Louis, MO
- b. Memorial to Robert Gould Shaw and the 54th Massachusetts (1897), Boston Common, MA
- c. West Point/Norfolk African American Civil War Memorial (1920), Norfolk, VA
- d. 55th Massachusetts/Folly Island Grave Markers (1989), Beaufort National Cemetery, SC
- e. African American Civil War Memorial (1997) and Museum, Washington, DC
- f. U.S. Colored Troops (USCT) Monument (2006), Nashville National Cemetery

2. Have students use the graphic organizers to fill in each site's purpose, date, type of landscape, and who erected it. You may wish to model this task using one site as an example. Remind groups that they should complete the graphic organizers as preparation for presenting their information to the class.
3. After time for research, have each group present its information to the class; remind other students to record the information from each presentation on their own graphic organizers.

Discussion

- Why do these sites differ? What do they have in common?
 - Why are so many of the sites relatively recent, with very few dating before 1950?
 - What forms do the sites take? How is design affected by purpose? What has changed over time in their design?
4. Have students use the Venn Diagram (Handout 3) to compare information on two or more memorials: Similarities, Differences, Age, Purpose, Location, Form/Design.
(Note: This may be done in class or as homework.)



*Memorial to Robert Gould Shaw and the 54th Massachusetts
Found in the gardens of Saint-Gaudens National Historic Site in Cornish, NH*

Activity Closure

Have students reflect on the presentations about the similarities and differences among the sites they've explored.

- *What did they find to be most interesting about the memorialization of African American soldiers from the Civil War era? What might be done in the same way today, and what might be done differently?*
- Ask students: *What is your biggest "take-away" from this activity, and why?*

Lesson Extensions

- Delve more deeply into the story behind Augustus St. Gaudens' powerful Shaw and 54th Massachusetts Memorial, the push to ensure it would honor the men of the 54th as well as Shaw himself, and the sculptor's portrayal of the individual soldiers.
- Compare the stories of John W. Jones, who buried Confederate prisoners at Woodlawn National Cemetery in Elmira, NY, and Robert Smalls, who became a congressman and owned the home he had worked in as a slave in Beaufort, SC. *How did each of these men become free?* Explore their lives after leaving slavery, and compare their later relations with former owners and Southern whites.



Robert Smalls Bust
Tabernacle Baptist Church, Beaufort, SC

Lesson Resources

- *Blue-Eyed Child of Fortune: Civil War Letters of Robert Gould Shaw* — Russell Duncan, ed., Athens: University of Georgia, 1992
- *Freedom by the Sword: The U.S. Colored Troops, 1862-1867* — William Dobak, Washington: Center of Military History, 2011
- John Buescher, "Robert Gould Shaw." Available at <http://teachinghistory.org/history-content/ask-a-historian/24185>
- *The Shaw Memorial: A Celebration of an American Masterpiece* — Gregory Schwartz, et al., Cornish, NH: Eastern National, 2002
- *This Republic of Suffering: Death and the American Civil War* — Drew Gilpin Faust, New York: Knopf, 2008
- Copies of or excerpts from the Contraband Acts, Emancipation Proclamation, and 13th Amendment. Available on the NCA Legacy Program website: www.cem.va.gov/legacy.



John W. Jones Memorial
Woodlawn National Cemetery, Elmira, NY

TEACHING TIP

A helpful website that lists and describes USCT monuments is:

<https://jubiloemancipationcentury.wordpress.com/2011/05/30/monuments-to-the-united-states-colored-troops-usct-the-list/>

The Battle Cry of Freedom

HANDOUT 1

Graphic Organizer: Commemorating African American Military Service in the Civil War

Instructions: Use this graphic organizer to prepare for presenting research information to the class, and to record the findings of the other groups.

| | | | | | | |
|--------------------------------------|------------------------------------|---------------------------------|---|--|---|--|
| | USCT Marker, Jefferson Barracks | Shaw Monument, Boston Common | West Point African American Civil War Memorial, Norfolk, VA | 55th Mass./Folly Island Markers, Beaufort Natl. Cemetery, SC | African American Civil War Memorial, Washington, DC | U.S. Colored Troops Monument, Nashville Natl. Cemetery, TN |
| Date of Creation or Dedication | | | | | | |
| Setting/Location | | | | | | |
| Form or Type; Who created it | | | | | | |
| Purpose: Who is being honored? | | | | | | |
| Who paid for or commissioned it? | | | | | | |

Student Name:

Class:

The Battle Cry of Freedom

HANDOUT 2

Resources for Sites Commemorating African American Military Service in the Civil War

Instructions: Use these resources to find information about the site that your group is researching. Use the graphic organizer (Handout 1) to record information for your presentation.

1. U.S. Colored Troops Group Grave Marker (1866), Jefferson Barracks National Cemetery, St. Louis, MO
 - <http://www.cem.va.gov/cems/nchp/jeffersonbarracks.asp>
 - http://www.nps.gov/nr/travel/national_cemeteries/Missouri/Jefferson_Barracks_National_Cemetery.html

Notes: _____

2. Memorial to Robert Gould Shaw and the 54th Massachusetts (1897), Boston Common, MA
 - <http://www.nps.gov/saga/learn/historyculture/the-shaw-memorial.htm>
 - <http://www.nga.gov/feature/shaw/>

Notes: _____

3. West Point/Norfolk African American Civil War Memorial (1920), Norfolk, VA
 - <http://www.waymarking.com/waymarks/WM5VYC>
 - <http://www.norfolk.gov/Facilities/Facility/Details/52>

Notes: _____

4. 55th Massachusetts/Folly Island Grave Markers (1989), Beaufort National Cemetery, SC
 - <https://reconstructingreconstruction.wordpress.com/2015/05/25/beaufort-national-cemetery-remembering-black-union-troops-and-reconstruction-this-memorial-day/>

Notes: _____

5. African American Civil War Memorial (1997) and Museum, Washington, DC
 - <http://www.afroamcivilwar.org/about-us/memorial-museum-history.html>

Notes: _____

6. U.S. Colored Troops Monument (2006), Nashville National Cemetery
 - <http://www.civilwarnews.com/archive/articles/nvilleusct.htm>
 - http://www.nps.gov/nr/travel/national_cemeteries/tennessee/Nashville_National_Cemetery.html

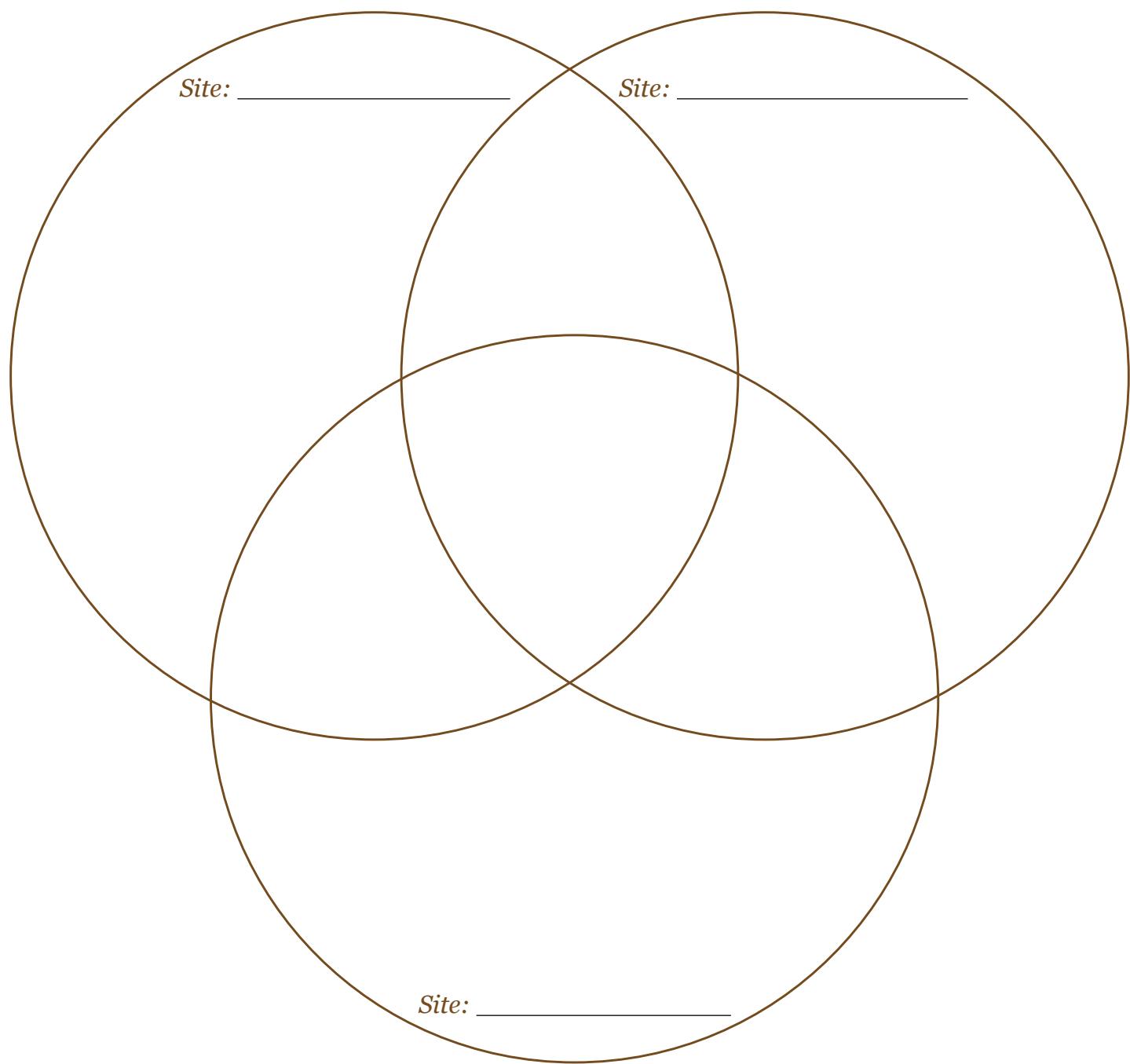
Notes: _____

The Battle Cry of Freedom

HANDOUT 3

Comparing Sites Commemorating African American Military Service

Instructions: Use the Venn Diagram to compare information about two or more of the sites that commemorate African American military service during the Civil War: Similarities, Differences, Age, Purpose, Location, Form/Design



Student Name: _____ Class: _____



National
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Program



The Women's Sphere

Remembering the Civil War Fallen at Beaufort, SC

A tablet in Beaufort National Cemetery lists 175 soldiers from 18 states who died in Confederate prisons in Charleston, South Carolina. They will never be forgotten, thanks to their brave nurse, Eliza Potter.

Middle Level Lesson



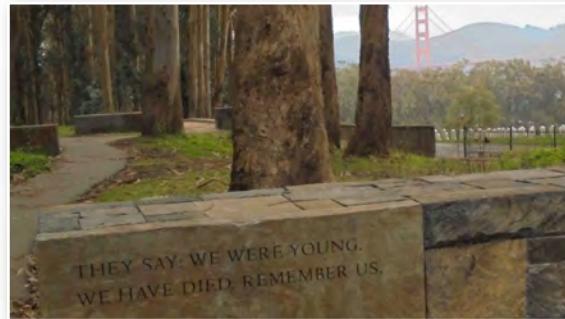
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The National Cemetery Overlook in the Presidio, San Francisco, with an excerpt from "The Young Soldiers Do Not Speak" (1941), by Archibald MacLeish (1892-1982).

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Thank you, and good luck with this exciting new program!

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- Women's roles in nursing the Civil War wounded and memorializing the dead
- Stories of World War II Medal of Honor recipients, illustrating the war's key campaigns and major battles
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- The origins and history of Memorial Day and the evolution of its traditions

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PHOTOGRAPHY CREDITS

Library of Congress: Cover (left), page 6, 10

American Phrenological Journal, October 1868: Cover (right)

Private Collection (Potter descendants): page 7, 19

Contemporary photographs by Thomas Connors unless otherwise indicated.

FOCUS ON

Beaufort National Cemetery

in Beaufort, South Carolina

A Civil War Cemetery with Twentieth Century Heroes

Amid old trees hung with Spanish moss, Beaufort National Cemetery's burial sections are arranged in the shape of a half-circle, its oyster shell roads set out like the spokes of a wheel. In spring 1863, the first interments were the remains of servicemen who died in nearby Union hospitals.

Following the Civil War, many Union graves from Florida to South Carolina were moved to Beaufort for reburial, including from Confederate prisons at Camp Lawton and Charleston. Coastal African Americans continued to gather at the national cemetery on Memorial Day to honor the dead for about a century after the war. New additions have opened space for burials here well into the future. These more recent sections, drawing on Beaufort's strong military community, help bring the story to the present, commemorating the lives of veterans from the world wars and later conflicts.



Marine Corps Emblem (c. 1907)

Credit: Thomas Connors



Memorial Day at Beaufort National Cemetery (2015)

Credit: Nicholas Trout, Beaufort National Cemetery

Civil War Monuments

- Union Soldiers Tablet (1868)
- Union Soldiers Monument (1868)
- Confederate Monument (1997)

Medal of Honor Recipients

- Ralph H. Johnson (Vietnam)
- John James McGinty, III (Vietnam)

Other Notables

- Donald Conroy. *"The Great Santini"*.
- Gerd Reussel. *World War II German sailor*.
- Joseph Simmons. *French Legion of Honor*.
- Charles Taliano. *Marine recruiting icon*.

African American Civil War Military Service

- Soldiers of the 1st South Carolina
- Soldiers of the 54th Massachusetts
- Unknown soldiers of the 55th Massachusetts, from Folly Island
- Robert Gould Shaw and the 54th Massachusetts soldiers killed at Ft. Wagner were almost certainly among the unknown Union graves moved to Beaufort from Morris Island in 1868, but the section was not recorded.

Visit: www.cem.va.gov/cems/nchp/beaufort.asp

Interactive Map link: www.cem.va.gov/xxxxxx

Other National Cemeteries Referenced in this Lesson

Florence National Cemetery: Site of Florena Budwin grave

San Francisco National Cemetery: Site of Pauline Cushman grave

EDUCATION STANDARDS

Common Core English Language Arts Standards (ELA)

RI: Reading Informational Text **W:** Writing

- RI.7** Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject.
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RH: Reading History **WHST:** Writing History

- RH 6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH 6-8.2** Determine the correct central ideas or information of a primary or secondary source, provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH 6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH 6-8.8** Distinguish among fact, opinion and reasoned judgement in a text.
- WHST 6-8.8** Gather relevant information from multiple print sources and digital sources, assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard citation format.
- WHST 6-8.9** Draw evidence from informational texts to support analysis, reflection, and research.

NCSS Disciplinary Standards

History

Enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts and other graphic organizers; and draw upon visual, literary, or musical sources.

Geography

Guide learners in the use of maps and other geographic representations, tools and technologies to acquire, process and report information from a spatial perspective.

Civics and Government

Insure that learners are made aware of the full range of opportunities to participate as citizens in the American democracy and of their responsibilities for doing so.



The Letter for Home.
Winslow Homer, Campaign Sketches, 1863.

KEY MESSAGES

- Women played critical roles as caretakers of the wounded and in honoring the fallen.
- Traditional domestic roles (caring for the family) could be leveraged to gain entrance into public roles (nurses in hospitals) with increased opportunities during wartime.

LEARNING ACTIVITY

Activity 1

Who was Eliza Potter?

Time Required: 45-minute class period

Student Handouts

- Jigsaw Parts: Eliza Potter Article Handouts
- Graphic Organizer: Who Was Eliza Potter?
- Writing a Eulogy for Eliza Potter
- Writing an Obituary for Eliza Potter

CEMETERY CONNECTIONS

Watch for this icon throughout the activities:



ON-SITE TIP
When at Beaufort
National Cemetery,
look for these
important feature!

The Women's Sphere

Remembering the Civil War Fallen at Beaufort, SC

Learning Objectives

1. Analyze an 1868 article about a nurse who erected monuments to Union soldiers and piece together information about her work and family

Featured Cemetery

Beaufort National Cemetery, Beaufort, SC

Lesson Overview

Students examine ways women found to contribute to the war effort within the limits of the 19th century by learning about Eliza Potter, who cared for the sick and dying during the war, and worked to honor the dead afterward. They look at Potter's life as a Unionist in Charleston, losing two children during the war, nursing Union soldiers in the Confederate prisons, and memorializing them after the Civil War in Beaufort National Cemetery. Finally, students write her obituary or eulogy drawing on different sources to commemorate her life and achievements.

Primary Sources

- "Eliza Potter, The Union Nurse in Southern Hospitals." *American Phrenological Journal*, October 1868, 136-39
- Other sources about Eliza Potter, including: a book inscribed in tribute to Potter, from Clara Barton; information a brief biography of Potter's son Earl; and photographs of the monuments at Beaufort are all available on the NCA Legacy Program website, www.cem.va.gov/legacy

Essential Questions

1. *What roles have women played in wartime or in shaping the memory of a war? How have those roles changed over time?*
2. *What role did women play in shaping the memory of the Civil War?*
3. *How do we publicly summarize and pay tribute to a person's life after their death?*

Introduction to Activity

During the Civil War era, women were primarily in supporting roles. Some did manage to act as spies or fighters, including Pauline Cushman, an actress turned spy, now buried in San Francisco National Cemetery. Florena Budwin, a soldier sent to a Confederate prison, was found to be female during an illness and is buried in Florence National Cemetery. Additional women supported the troops with fundraisers and supplies from home. As is common during wartime, the demand for men by the military created new opportunities for women.

During the Civil War, Clara Barton and others led women into military hospitals to serve as nurses, a role earlier reserved for men. Women even worked in field hospitals on battlefields, nursing the wounded and the sick. (Disease accounted for about two-thirds of military deaths during the war.)

Many nurses placed themselves in harm's way in field hospitals and camps, and many died of fever. Women also felt a particular duty to memorialize and remember the fallen. Perhaps the most famous nurse during the war, Clara Barton, afterward led a nationwide effort to identify Union graves across the South, most famously at Andersonville Prison.

FEATURED INSET

Eliza Potter raised a family in Charleston, SC and tended Union prisoners during the Civil War. This carte de visite photograph of her has been passed down through her family.



Eliza McGuffin Potter (1829-1907)

The Women's Sphere

ACTIVITY

Who was Eliza Potter?

MATERIALS

- Potter Article Group handout (six different versions) and Graphic Organizers, one for each student
- Potter Eulogy/Obituary handouts, one for each student
- Short video, "Nurse Potter's Prisoners," housed on the NCA Legacy Program website, www.cem.va.gov/legacy

PREPARATION

This activity includes a number of handouts. For Handout 1 (versions 1 through 6), each group has its own version of the handout. Familiarize yourself in advance with each of the six versions, and make enough copies so that each member of a group receives one copy of that group's version.

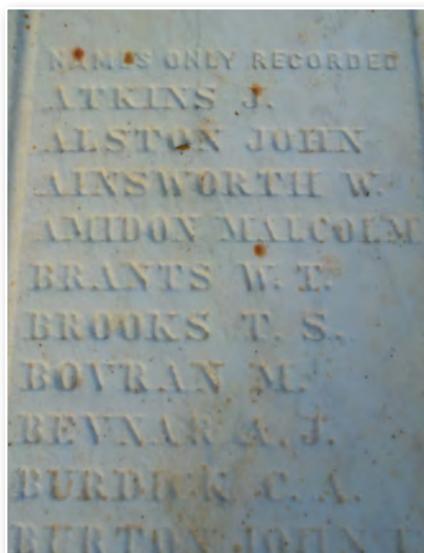


ON-SITE TIP
When at Beaufort
National Cemetery,
look for these
important features!

Found in Section 64



Union Soldiers Tablet (1868)



Detail from Union Soldiers Tablet (1868)

Activity Background

The legacy of Eliza Potter offers a good opportunity to talk about the role of women during the Civil War. This activity is built around an original account of her life published in 1868. The Potters were Unionists who lived in Charleston, South Carolina during the war. For their stance, they were shunned in the community and their son brutally attacked and bullied at school. Eliza insisted on acting as a nurse for Union soldiers held in Charleston's Confederate prison, and she used the family's wealth to pay for their supplies.

The Civil War is often taught in some detail in the American History classroom, but the story of Eliza Potter allows students to see the war from a new perspective and understand that a war's heroes come from diverse racial and gender backgrounds.

Activity Steps

1. Introductory discussion. Ask students:

From what you know about women's lives in this time period, what kinds of roles could they play to support the war effort? During this period, women were expected to stick to their own sphere and were limited in employment opportunities, political participation, and efforts toward social reform.

2. Divide the class into six groups. Introduce the Eliza Potter jigsaw activity. Explain the assignment by going over the instructions on the handout; explain to students that they will use an article from 1868 that has been divided into six thematic sections and formatted as handouts with questions. Explain that each group will examine and summarize a different part of Eliza Potter's life:

Group 1: Eliza Potter's Family

Group 2: Unionists in Confederate Charleston

Group 3: Confederate Prison Conditions in Charleston

Group 4: Personal Expenses

Group 5: Frederick Potter and Bullying at School

Group 6: Monuments to Union Soldiers

Vocabulary words are bolded within the handout's article excerpts. As an optional activity, have students research and define these words.

FEATURED INSERTS

Eliza Potter arranged for this monument to Union soldiers to be erected in Beaufort National Cemetery (Section 64). The marble tablet lists the names of 175 men who had died at a Confederate prison in Charleston and now lie buried nearby under unknown markers.



ON-SITE TIP
When at Beaufort
National Cemetery,
look for these
important feature!

Found on Central Avenue

3. Instruct students to write answers to their group's questions on their graphic organizers. Have each group prepare a short summary of their section of the article to present to the class, offering significant facts and two important takeaway conclusions about Eliza Potter.
4. Have each group present information about their section of Eliza Potter's life to the class. As each group presents its findings, class members should fill out the remaining sections of their graphic organizers.

For an additional in-class writing (or homework) assignment, you may have students write a eulogy or an obituary for Eliza Potter, based upon the information from the jigsaw activity. (See Handouts 3 and 4.) Students may do additional research as desired.

Activity Closure

Show the short video, "Nurse Potter's Prisoners" (90 seconds). As a class, recap the timeline of Eliza Potter's life, including her role during the Civil War and beyond. Invite students to contemplate how her experiences during that era could have been different if she had been born in the twentieth century.

You might wish to include an option for students to deliver their eulogies to read their eulogies or obituaries aloud.

FEATURED INSET

After the Civil War ended, Eliza Potter raised money to build an obelisk in Beaufort National Cemetery in memory of those who died for the Union. Its defiant inscription promises "Immortality to hundreds of the defenders of American Liberty against the Great Rebellion." By 1870, thousands of Union soldiers' remains, from northern Florida to Georgetown, SC had been reburied in the cemetery.



Union Soldiers Obelisk (1868).



Clara Barton (1821-1912)

FEATURED INSET

Clara Barton, the founder of the American Red Cross, once wrote that Eliza Potter's "noble, patriotic heart and life have taught us many lessons."

Barton quoted in *Biographies and Portraits of the Progressive Men of Iowa*, Benjamin Gue & Benjamin Shambaugh, Des Moines: Conaway & Shaw, 1899, II, 510.

Lesson Extensions

- Research Civil War monuments at other national cemeteries and prepare an annotated Powerpoint slide show for the class. Tell when and why the monuments were erected.
- Compare the lives of Clara Barton and Eliza Potter, their families and background, and their work with Civil War soldiers during the war and afterward. Or, research other Civil War nurses, such as Mary Ann Bickerdyke, Sarah Emma Edmonds, Juliet Opie Hopkins, Lucy Higgs Nichols, Mary O'Connell, and Sally Louise Tomkins.
- Design a monument to Eliza Potter or Civil War Nurses, or more broadly about women's contributions to the war.
- Explore the stories of the two Potter children as examples of the Victorian idea of the "good death" (in which an individual was prepared for impending death and would meet it with edifying grace). The concept of "good death" applied to soldiers' deaths too.

Lesson Resources

- *Civil War Nurse: The Diary and Letters of Hannah Ropes*. John Brumgardt, Knoxville: University of Tennessee Press, 1980.
- Civil War Nurses: Information and Articles about Civil War Nurses. Alice P. Stein, history.net website: <http://www.historynet.com/civil-war-nurses>.
- Clara's Story, Clara Barton Missing Soldiers Office Museum website: <http://www.clarabartonsmuseum.org/clarasstory/>, and its Student Research webpage: <http://www.clarabartonsmuseum.org/learn/studentresearch/>.
- *Domestic Devils, Battlefield Angels: The Radicalization of American Womanhood, 1830-1865*. Barbara Cutter, DeKalb: Northern Illinois University Press, 2003.
- "Eliza Potter, The Union Nurse in Southern Hospitals", *American Phrenological Journal*, October 1868, 136-39. Except for a brief introduction, this is the same text as the chapter on "Mrs. Eliza Potter" in *Heroines of the Rebellion: Woman's Work in the Civil War*, by Linus Brockett & Mary Vaughan, Philadelphia, Hubbard Brothers, later edition, 1888, 95-110.
- Nursing in the Civil War South: Volunteer Confederate Nurses, Maggie MacLean. Civil War Women website: <http://civilwarwomenblog.com/nursing-in-the-civil-war-south/>.
- *Reminiscences of My Life in Camp with the 33rd United States Colored Troops: Late 1st S.C. Volunteers*. Susie King Taylor, Boston, 1902. Available at <http://docsouth.unc.edu/neh/taylorsu/menu.html>.

The Women's Sphere

HANDOUT 1 -1

Eliza Potter Jigsaw Activity

Instructions: The text in this handout is excerpted from an 1868 article. Use the information below to research your portion of the jigsaw activity. Record your findings on Handout 2 — *Graphic Organizer: Who Was Eliza Potter?*

Group 1

Eliza Potter's Family

Mrs. Potter was born in the north of Ireland, of Scottish parents, and came to this country when about thirteen years of age. She married and settled in Charleston before she was fifteen. The early education she had received from her wealthy and intelligent parents, added to much natural quickness of intellect and a sparkling wit, made her one of the most attractive and graceful of the ladies of the Southern metropolis. She was early called to sorrow, and in the very prime of womanhood found herself a widow with a group of young but interesting children looking to her as their only earthly friend and protector. Some years later she was again married, very happily to Mr. Lorenzo T. Potter, for thirty years past a prominent and wealthy merchant of Charleston, though a native of Providence, Rhode Island.

Few families were more pleasantly and delightfully situated than Mr. Potter's prior to the war. Their affection for each other and for children was strong and abiding, yet not **injudicious**; and the younger members of the family grew up **amiable**, dutiful, and all those graces which could delight the hearts of their parents. The tastes of all were simple but their hospitality was boundless, and their piety and large-hearted liberality so well known that, they were universally beloved and honored. Mr. Potter was an enterprising and public-spirited citizen, and to him Charleston was indebted for many public improvements which had facilitated commerce and the value of property. So marked had been his efforts for the public good that he more than once received the thanks of the **municipal** government for his services to city. In his long business career he had very successful, and at the time of the **secession** of South Carolina possessed an ample competence. His wife too was well known for her personal sympathy with the sick and suffering; in the repeated **visitations** of yellow fever to which Charleston had been subjected, she had again and again fearlessly braved and remained in the hot and fever-stricken city to minister to those who were smitten by the disease.

Questions

- What brought Eliza and Lorenzo Potter to Charleston?
- What kind of life did they create there? What kind of family did they have?
- What kind of reputation did Eliza and Lorenzo have in Charleston?
- How do you think the outbreak of Civil War would affect their life in Charleston?

The Women's Sphere

HANDOUT 1 - 2

Eliza Potter Jigsaw Activity

Instructions: The text in this handout is excerpted from an 1868 article. Use the information below to research your portion of the jigsaw activity. Record your findings on Handout 2 — *Graphic Organizer: Who Was Eliza Potter?*

Group 2

Unionists in Confederate Charleston

When the **demagogues** of the South resolved upon **secession** as the remedy for their fancied ills, Charleston was the hot-bed from which the measures of secession first matured; and so rampant were its principles that he was a bold man and a brave one who dared to avow his opposition to it. The number of such men in Charleston were few but among them none was more decided and outspoken than Mr. Potter. He could not well leave the city, but it was clearly understood from the beginning to the end of the secession movement that he had no sympathy with it, and that he submitted to the rule of the revolutionists only on compulsion. His wife and children were as decided in loyalty as the husband and father. Mrs. Potter availing herself of her foreign birth, sought British protection and avowed herself for the sake of retaining greater liberty, a subject of Queen Victoria. For a little time after the war **commenced**, the only service they could render to the Union cause was to bear patiently the taunts of the secessionists, and **manifest** quietly their regard for the national flag... A season of family **affliction** followed, culminating in the death of their eldest daughter, a sweet and devotedly pious young lady, whose loss was deeply felt by the mother, who, in the defection of many professed friends had felt that she could lean upon this daughter and confide in her in the time of trial which was coming; but so peaceful and happy was her death that the parents could only feel that she was taken from the evil to come.

From the first outbreak of hostilities they were almost wholly isolated, the numerous professed friends of Mrs. Potter shunning her on account of her Unionism as if her house was infected with the plague. Many ladies (!), and some who afterward professed to have been **ardent** Unionists during the whole period of the war, carefully drew aside their skirts when they met her and, with nose uplifted and words and gestures of scorn, proclaimed their hatred and contempt of her. Even the fences and walls of her dwelling were frequently covered at night with obscene and **ribald** abuse of her for her services to Union soldiers. Twice she was threatened with a summons to the headquarters of [Confederate General] Beauregard for "giving aid and comfort to the enemy." Sending her outside the rebel lines was twice discussed, and only [dismissed] because they feared she knew too much and because the yellow fever being expected, she was known to be too good and fearless a nurse in that terrible scourge to be spared.

Questions

- How did Lorenzo and Eliza Potter view the secession of the Southern states?
- How did that stance affect their lives in Charleston during the war?
- What treatment did they receive from their pro-Confederate neighbors?
- Why is Eliza Potter permitted to stay?

The Women's Sphere

HANDOUT 1 - 3

Eliza Potter Jigsaw Activity

Instructions: The text in this handout is excerpted from an 1868 article. Use the information below to research your portion of the jigsaw activity. Record your findings on Handout 2 — *Graphic Organizer: Who Was Eliza Potter?*

Group 3

Confederate Prison Conditions in Charleston

But the time came soon for more decided action. In the autumn of 1861, a few sick and wounded Union prisoners reached Charleston. Mrs. Potter at once sought them out and ministered to their necessities, and was gratified to be the means of their restoration to health. . . .

Early in June 1862, occurred the disastrous and ill-conducted battle of James Island, in which the Union forces lost more than four hundred prisoners, the greater part of them wounded. These were brought into Charleston, and there exposed to much cruelty and indignity. The poor fellows were stripped of their clothing, many of them being left entirely nude, and exposed with their gaping and undressed wounds to the torture of the numberless insects of that semi-tropical climate; the only hospital **vouchsafed** to them was a filthy negro mart and the negro kitchens adjacent; and they were thrown upon the ground without beds, straw blankets, or any covering, to suffer, groan and die; scanty, filthy, and loathsome food and drink were furnished them; the most degraded **wretches** in the city assigned as nurses to them, and the brutality with which they were treated was almost incredible. The surgeon in charge **avowed** many times a day his wish that they were all dead and his determination to finish them as soon as possible, and his assistants and nurses but echoed the sentiment. It was into this den of misery that Mrs. Potter resolved to penetrate, in the hope of being able do something for the relief of the poor fellows who had so gallantly, yet so unhappily for themselves, fought for their country and their flag. She encountered the most strenuous opposition, both from the military authorities and the surgeon; was at first positively forbidden to attempt to go to the hospital, but by the exercise of a woman's skillful diplomacy, by promises of assistance, and bribes was at last enabled to enter the so called hospital. She had provided herself with such cordials, clothing, and other appliances as she could bring in a first visit; and accompanied her eldest son, a boy of fifteen, she entered place. Such a scene of wretchedness, she had never before witnessed. After ministering to the poor fellows so far as she was allowed, Mrs. Potter applied to the surgeon to be appointed a nurse in this hospital. He at first refused, saying, truly enough, that it was not a fit place for a lady, but finally on her assuring him that she would require no wages and **rations**, he consented, though still protesting the place was not a fit one for her. . . .

Before the wounded prisoners from James Island could get away or be exchanged, a fresh **influx** came from other battle-fields and engagements, and with brief intervals of sickness, or the overwhelming grief of the loss of children she maintained her noble work till the surrender of Charleston in March 1865.

Questions

- What were conditions like for Union prisoners in Charleston?
- Why were hospital conditions so bad?
- How did Eliza Potter gain access to the hospital? What does this show about her character?
- How was she able to use her status as a woman in that period to achieve her goals?

The Women's Sphere

HANDOUT 1 - 4

Eliza Potter Jigsaw Activity

Instructions: The text in this handout is excerpted from an 1868 article. Use the information below to research your portion of the jigsaw activity. Record your findings on Handout 2 —*Graphic Organizer: Who Was Eliza Potter?*

Group 4 *Personal Expenses*

[Eliza Potter] entered upon her duties [at the Union soldiers' hospital], but was constantly **thwarted** and harassed by the low creatures who had been employed as nurses. They utterly refused to wash any clothing for the wounded men and, after she had supplied them with beds, bedding, and clothing she found that in order to retain these for them she must hire [someone to have] them washed herself. She expended over \$1,100 in this work and in spite of all obstacles finally succeeded in making this wretched place, a more cleanly and better arranged hospital than any in Charleston; the rebel surgeon taking meantime all the credit of it to himself. ... More than once he was **censured** by the rebel authorities for making the prisoners so comfortable. No Union soldier was suffered to want for anything which Mrs. Potter could obtain, let the cost be what it might. She procured for them tropical fruits, even when oranges cost \$10 each in Confederate money, and finally sent her orders to Nassau, New Providence, accompanied by the gold, running the **blockade** to procure oranges, lemons, and limes for her soldiers. Her bedding ... was drawn upon, till it, as well as the contributions of a few friends, was exhausted. Cotton and linen were purchased in quantities, and made up by her own hands and those of her servants, for the wounded prisoners. Those Union soldiers who were fortunate enough to escape from the prisons of Charleston, were aided and sheltered at her home; and one poor fellow, for twenty two months, ... [before] he could make good his escape. ...

In this glorious but trying labor she expended of her own means about \$20,000 in money besides the liberal contributions from the few loyal citizens and quantities of family and household stores of her own. Her husband, who was **indefatigable** in his labors for the Union soldiers, in supplying them with money, in arranging for their exchange, and in visiting them at the other points where they were confined, and in bribing Confederate officers to show them kindness, disbursed more than twice this amount and periled his life more than once. But the sacrifice of money and of time was of little account (though Mr. Potter's large fortune melted away under the destructive attacks of rebel and Union armies) compared with the constant **persecution** to which they were both subjected. ...

Aside from the perils to which she was exposed by her work for the soldiers there were others hard to bear, but inevitable in her situation. Their beautiful but unpretending home was situated nearly midway between the points at which the fire of the ... large guns of [Union General] Gilmore's siege batteries was directed. All their **outbuildings** were injured; and some of them destroyed by the shells; and during the 22 months in which the city was under fire, many a night was spent in watching the direction of the shells, and she and her family were distressed by the fear that by some shell striking their house they might be mangled so as to unable to aid each other; and they well that in such a case they might pass days of agony before anyone would come to their relief. But from this **calamity** God mercifully preserved them. ...

Questions

- How was the Potters' wealth affected by the war? What was their money spent on?
- What supplies did Eliza Potter get for Union prisoners? What was her impact on the hospital?
- Why might citrus fruit have been important for patients' health?
- Why do you think the Potters were allowed to move in these circles?

The Women's Sphere

HANDOUT 1 - 5

Eliza Potter Jigsaw Activity

Instructions: The text in this handout is excerpted from an 1868 article. Use the information below to research your portion of the jigsaw activity. Record your findings on Handout 2 - *Graphic Organizer: Who Was Eliza Potter?*

Group 5

Frederick Potter and Bullying at School

But worse than all other trials and **persecutions** was the death of her eldest son [Frederick] who had been her attendant and helper in her hospital duties. He was a boy of rare maturity and judgment, of sweet and patient temper, and **ardent** piety. Early in the war he had from some friend a present of a Union flag, and as the exhibition of it would only excite malice, he requested his mother preserve it for him till the time should when it might again wave over a loyal city. She consented. He was a pupil of the high school of the city and was expecting to graduate there and enter college in the ensuing autumn (1863). Some of the boys in the school **ascertained** that he owned this flag, and demanded that he should surrender it to them, to be **trotted** on and destroyed. He refused, and they declared that if he did not, they would whip him within an inch of his life. He told his mother of their threats, but expressed determination to suffer the beating, if need be, but not to give up the flag. She encouraged him to endure, but not to yield. Some two or weeks later he came home and sent for her come to his room. His tender flesh had fearfully **lacerated** by the cruel blows of young **ruffians**, but he uttered no complaint. "I could bear this well enough, Mother," he said, "but I cannot bear that they should use such abusive language about you as they do." "It does not hurt me, my son," was her reply, "our Master was **reviled** more bitterly we are. You, my son, are not the first sufferer for our national flag, but if you can help it, please do not let your father know of this, for he has all he can bear already." "I will not, Mother," was the brave reply, "but the boys say they will finish me next time, if I don't give up the flag." "I do not believe they will trouble you again, my son, but we will take what measures we can to prevent it."

His vacation was just at hand and Mrs. Potter endeavored to prevent his being brought in contact with these young **ruffians** who were as **malignant** as their fathers. Three weeks passed, and her son had only to go to the high school building to obtain his diploma, and would not then be exposed further to their attacks. But the young villains were lying in wait for him, and on the porch of the high school building, one of them called his attention to something at a distance, when by a blow from an unseen hand, he was felled to the ground, and in an almost senseless condition was afterward brought home. The brain was seriously injured, but he was conscious for a time, and with the near prospect of **delirium** and death, he conversed calmly with his mother of his own hopes and of the future trials to which she would be exposed. He **bade** her not to be discouraged in laboring for the soldiers, and predicted with a lofty faith, the glorious **termination** of the struggle. He was asked if he knew who had struck the fatal blow; he replied that he did, but he preferred not to give his name, and the secret died with him. **Typhoid** fever set in, and after months of suffering, he died. His mother was for a time completely overwhelmed by this terrible stroke, but she roused herself to her work of mercy, and summoning all her strength, left her sickbed to minister again to the Union prisoners. ... Though a great sorrow lay upon her heart, she avoided weeping in presence of the wounded men, lest she depress their spirits.

Questions

- Why was Frederick bullied at school? What steps were taken to stop this?
- What happened to Frederick? How could this have been avoided?
- By Victorian standards, Frederick's would have been considered a good death. What might people in the Victorian Age have thought was admirable about the way he faced death?
- How did Frederick's mother cope with her loss?

The Women's Sphere

HANDOUT 1 - 6

Eliza Potter Jigsaw Activity

Instructions: The text in this handout is excerpted from an 1868 article. Use the information below to research your portion of the jigsaw activity. Record your findings on Handout 2 — *Graphic Organizer: Who Was Eliza Potter?*

Group 6

Monuments to Union Soldiers

Mrs. Potter's devotion to the national cause did not cease with the war. To the great majority of Union prisoners dying of wounds or sickness in Southern hospitals, the most distressing thought connected with death was, that they should be forgotten; that in the flush of final victory, all remembrance even of their names, and of the fact that they had laid down their lives for their country, would be **effaced**. This apprehension Mrs. Potter, with true patriotic feeling, sought to relieve. She promised the dying that they should not be forgotten; that if her life were spared, a monument such as they merited should be erected near the city where they gave up their lives; and that if she died before this could be accomplished, she would leave it as a sacred **charge** to her children.

Nobly has she **striven** to fulfill this solemn pledge. Contributing largely from the wreck of her once ample fortune, she has also obtained the contributions of other friends of the noble dead in Charleston, New York City, Brooklyn, and elsewhere. She has procured a noble granite monument 22 1/2 feet in height which in the spring of 1868 was placed in the most **conspicuous** part of the National Cemetery [at Beaufort] and upon it are inscribed the names and record of 311 of the heroic souls who passed from the prison house of Charleston to their eternal rest and whose bodies repose in that **consecrated** place of burial.

In all our records of self-sacrifice by the women of America, we know of none surpassing in all particulars, the labors which have been briefly **chronicled**. Yet, with a modesty which is one of the highest attributes of true merit, Mrs. Potter declares that she believes it was mainly selfishness after all. She never could endure the sight of physical suffering without trying to relieve it, and she would have been, she **avers**, perfectly wretched, if she had not endeavored to make these poor fellows comfortable. We could wish that there were more such selfishness in the world.

[Inscription on the Obelisk at Beaufort National Cemetery:

"Immortality to Hundreds of the Defenders of American Liberty against
the Great Rebellion. Erected by the Efforts of Mrs. L. T. P." (1868)].



ON-SITE TIP
When at Beaufort
National Cemetery,
look for these
important feature!

Found on Central Avenue

Questions

- What was the last duty Eliza Potter undertakes for the dying Union prisoners?
- Why was this something they all considered important?
- How did she fulfill her promise to them?
- What does the inscription on the obelisk at Beaufort tell us about how Eliza Potter viewed the Civil War?

The Women's Sphere

HANDOUT 2

Graphic Organizer: Who Was Eliza Potter?

Instructions: Read through your section of the article on Eliza Potter. As a group, prepare to present a short summary of your section of the article, offering two significant facts about the topic and two important takeaway conclusions about Eliza Potter. Those facts and takeaways should be written down in the spaces provided below.

As each group presents its findings, fill out the remainder of your graphic organizer.

| Topic | Two Significant Facts | Two "Takeaways" Conclusions |
|---|-----------------------|-----------------------------|
| Eliza Potter's Family | | |
| Unionists in Confederate Charleston | | |
| Confederate Prison Conditions | | |
| Personal Expenses | | |
| Frederick Potter and Bullying at School | | |
| Monuments to Union Soldiers | | |

Student Name: _____ Class: _____

Women's Civil War Role

HANDOUT 3

Writing a Eulogy for Eliza Potter (1929-1907)

Instructions: Write a eulogy for Eliza Potter using the guidelines below. You can use the information about her life from your graphic organizer and find more online. The full article about her work in the war, a tribute from Clara Barton, information from a brief biography of her son Earl, and photographs of the monuments at Beaufort are all available on the NCA Legacy Program website, www.cem.va.gov/legacy.

A eulogy is a speech given about someone who died, usually by someone who knew them well and is addressing fellow mourners. These are usually given at services held to honor the deceased. In writing this eulogy of Eliza Potter, you should take on the role of a surviving relative, friend, or admirer speaking at a public service held in her honor.



ON-SITE TIP
When at Beaufort National Cemetery, look for these important feature!

Found on Central Avenue



Union Soldiers Obelisk (1868).

Guidelines

Think of the eulogy as a simple conversation with the people who knew Eliza Potter and have gathered to honor her memory. They are eager to hear about her and will appreciate what you can say about her life and why she will be remembered. Here are some ideas about what could be included (many of these overlap):

- a very brief "life history" or chronology
- significant achievements and events in her life
- details about her family and work
- what she was passionate about
- what she accomplished
- what she will be remembered for
- a story or anecdote that shows her character
- her personality, ideals, and values

Steps for writing a eulogy

1. Write a brief chronological outline of the key events that occurred in the person's life from the time of birth until death.
2. Make a list of some of the things that were important to the individual, what she or he achieved, or what the person was passionate about. This may bring to mind stories that you can incorporate.
3. Combine all your thoughts, ideas, comments, and memories into one giant list. Review this list and decide which things you want to include in your speech. Do your audience a favor and leave some stuff out!
4. Organize your chosen comments into some type of order. For example, you might want to organize by theme rather than chronology.
5. Keep your audience in mind. A dull chronology of dates and events loses listeners' attention quickly. This should not be written as an entry for biographical encyclopedia. An engaging eulogy is often a mix of tribute and reminiscence.

If you are giving your eulogy orally in front of the class, you will need to turn in your correctly written copy to the teacher. Ask your teacher to introduce your character to the students, who will play the role those attending the memorial service. You must use the factual information you know in the role of the character of the speaker.

Adapted from: <http://funeral-tips.com/funeral-tips-how-to-write-a-eulogy>

Women's Civil War Role

HANDOUT 4

Writing an Obituary for Eliza Potter (1929-1907)

Instructions: Write an obituary for Eliza Potter using the guidelines set below. You can use the information about her life from your graphic organizer and find additional information online. The full article about her work in the war, a tribute from Clara Barton, information from a brief biography of her son Earl, and photographs of the monuments at Beaufort are all available on the NCA Legacy Program website, www.cem.va.gov/legacy.

Use online sources to find the information requested below, bearing in mind that not all of the information is known. You do not have to address all the points. Write empathetically, and pretend you knew and respected Mrs. Potter and want others to know her as you do.

NAME/ANNOUNCEMENT

- Full name of the deceased and age at death
- Residence (city), place and date of death
- Cause of death

LIFE

- Date and place of birth, name of parents
- Childhood & adolescence, education
- Places of residence
- Family: marriages, spouses, children
- Vocation: work, employment, volunteer
- Charitable, religious, or political efforts in the community
- Achievements, recognition, disappointments
- Character, values, belief, place in the community

FAMILY

- Survived by any parents, spouse, children (in order of birth, and their spouses), grandchildren (and great grandchildren, etc.)
- Predeceased by parents, spouse(s), children (in order of birth)

MEMORIALS

- Day, date, time, place for visitation, service, and burial
- Suggestions for where to make charitable memorial donations

END

- A short quotation or poem, or
- A few words that sum up Eliza Potter's life

Adapted from <http://www.obituaryguide.com/template.php>

Published as an article or announcement in a newspaper, an obituary recognizes a death by briefly recounting the individual's life and achievements, and giving information about family and services. It is a public acknowledgement of a passing and an attempt to provide a record of that life.



Eliza McGuffin Potter (1829-1907).



Acts of Courage in World War II

Reviewing World War II through Medal of Honor Stories

Created by a law signed by President Lincoln in 1861, the Medal of Honor is the United States' highest military honor. A total of 473 Americans have received the Medal of Honor for their service in World War II.

High School Lesson



U.S. Department
of Veterans Affairs

www.cem.va.gov/legacy



The National Cemeteries and the Veterans Legacy Program

Since the Civil War, the United States has maintained national cemeteries to honor its veterans' service. A century and a half later, these cemeteries offer a broad range of resources for study and opportunities to honor those who have served in the nation's wars. Within their walls and records may be found the story of how the nation has met its debt to those who served in its armed forces and how our understanding of that obligation has deepened with time.



The National Cemetery Overlook in the Presidio, San Francisco, with an excerpt from "The Young Soldiers Do Not Speak" (1941), by Archibald MacLeish (1892-1982).

Each national cemetery has its own history and unique landscape, with the geography, design, and nature worthy of reflection. The cemeteries' manicured lawns reflect the care extended to sacred ground where honored dead lie. The mission of the Veterans Legacy Program is to extend that care beyond the grave to remember their service to the nation by telling their stories. The program draws on the help of educators and students to search out the sources to document these lives and honor their deeds. Accounts of courage and sacrifice, of competence and service, all contribute to our appreciation of what earlier generations have given to the nation and help us understand why this ground is set aside as hallowed.



U.S. Department
of Veterans Affairs

www.cem.va.gov/legacy

Welcome, Educators!

The Veterans Legacy Program offers educators an integrated new suite of lesson plans designed to teach students about the service and sacrifice of our nation's Veterans, and take advantage of our National Cemeteries as historic places for teaching and learning — both in the classroom *and* on-site. The educational resources of the Veterans Legacy Program draw on rich stories from national cemeteries to offer teachers a variety of hands-on activities directly connected to national curriculum standards.

- Customized for middle level and high school students, the program's five lesson plans introduce students to the important roles played by African Americans and women during the Civil War, to heroic Medal of Honor recipients and diverse service men and women of the Second World War, and to the history and traditions of Memorial Day.
- The lesson plans are supplemented online with a variety of additional resources. These include a collection of primary source documents and images, interactive maps, and short videos related to the content of the lesson plans.

As the National Cemetery Administration launches these inaugural components of the new Veterans Legacy Program, educators and students are invited to provide comments, suggestions, and contributions to further develop and enhance these initial materials *and* new resources in the future. Please visit the program website to comment:

www.cem.va.gov/legacy.

Thank you, and good luck with this exciting new program!

Key Themes of the Veterans Legacy Program's Lesson Plans

- Honoring African American Military Service during the Civil War
- Women's roles in nursing the Civil War wounded and memorializing the dead
- Stories of World War II Medal of Honor recipients, illustrating the war's key campaigns and major battles
- Diverse groups that contributed to American victory in World War II
- The origins and history of Memorial Day and the evolution of its traditions

Inside

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PHOTOGRAPHY CREDITS

Library of Congress: Cover (right)
Congressional Medal of Honor Society, p 8 (upper)
U.S. Army, p 10 (upper)
U.S. Marine Corps, p 10 (lower)
Contemporary photographs by Thomas Connors unless otherwise indicated.

National Cemeteries Referenced in this Lesson

Riverside National Cemetery: Site of National Medal of Honor Memorial

Rock Island National Cemetery, Rock Island, IL: Site of Edward Moskala grave

National Memorial Cemetery of the Pacific, Honolulu, HI: Site of Robert Kuroda grave

Fort Rosencrans National Cemetery, San Diego, CA : Site of James Day grave

EDUCATION STANDARDS

Common Core English Language Arts Standards (ELA)

RI: Reading Informational Text **SL:** Speaking and Listening

- RI.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.7** Conduct short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- SL.4** Present claims and findings emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Common Core History/Social Studies Standards

RH: Reading History

- RH 9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH 11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RH 9-10.2** Determine the central ideas or information of a primary or secondary source, provide an accurate summary of how key events or ideas develop over the course of the text.
- RH 11-12.2** Determine the central ideas or information of a primary or secondary source, provide an accurate summary that makes clear the relationships among key ideas and details.
- RH 9-10.3** Analyze in detail a series of events described in a text, determine whether earlier events caused later ones or simply preceded them.
- RH 11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where text leaves matters uncertain.

NCSS Disciplinary Standards

History

Assist learners in utilizing chronological thinking so they can distinguish between past, present, and future time, can place historical narratives in the proper chronological framework, can interpret data presented in timelines; and compare alternative models for periodization.

Enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources.

Help learners to identify issues and problems of the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision.

Geography

Guide learners in the use of maps and other geographic, representations, tools and technologies to acquire, process, and report information from a spatial perspective.

Help learners to apply geography to interpret the past and present and to plan for the future.

Civic and Government

Enable learners to understand the relationship of the United States to other nations and to world affairs.



Medal of Honor Memorial,
Riverside National Cemetery, Riverside, CA

KEY MESSAGES

- Personal stories of war veterans are integral to understanding the sacrifices made by American troops during wartime.
- The United States honors the most courageous military acts of valor with the Medal of Honor.
- Memorializing veterans' service is an important, ongoing practice that can bring history alive for students and teach them about the wars in which the US has been involved.

LEARNING ACTIVITIES

Activity 1

World War II Medal of Honor Recipients

Time Required: 45-minute class period

Activity 2

World War II Stories of Courage Jigsaw

Time Required: 45-minute class period

STUDENT HANDOUTS

- World War II Medal of Honor Recipients
- Medal of Honor Biographical Research Template
- Graphic Organizer: World War II Medal of Honor Recipients

Acts of Courage In World War II

Reviewing World War II through Medal of Honor Stories

Learning Objectives

1. Understand the criteria for receiving a Medal of Honor
2. Make connections between geography and chronology to grasp the evolution of World War II by organizing individual battles into the context of military campaigns and theaters of war
3. Understand how an individual act of valor fits into the broader historical context of a war and why learning about veterans' personal war experiences gives insight into military strategy and campaigns

Featured Cemetery

Riverside National Cemetery, Riverside, CA

Lesson Overview

Students use the stories of Medal of Honor recipients to outline the battles and chronologies of World War II's major military campaigns. Working individually or in groups, they research the acts of valor that led to the awarding of the Medal and place these stories into the broader context of the war. The class will determine how best to organize this information to understand how World War II unfolded in different theaters of warfare.

Primary Sources

- World War II Medal of Honor Citations
- World War II Medal of Honor Recipients' Grave Markers or Memorials

Essential Questions

1. How does the nation honor its bravest service men and women?
2. What individual stories make up the larger patterns and events of history?
3. What's the best way to organize the complex geography and chronology of a world war so that its broader military history comes into focus?
4. Why is it important to memorialize veterans?

Lesson Background

The Medal of Honor, ordered by Congress and awarded by the U.S. President, is given for "conspicuous gallantry and intrepidity at the risk of life above and beyond the call of duty." In all, more than 3,400 Army, Navy, Marine, Air Force, and Coast Guard personnel have received the Medal of Honor for action during twenty separate periods of U.S. conflict. A total of 193 medals recognized non-combat bravery through 1963, when this category was eliminated. Nineteen men have received the Medal of Honor twice. One of them was Thomas Custer, who died at Little Bighorn and is buried in Ft. Leavenworth National Cemetery. Nine Medals of Honor were awarded to the four Unknown Soldiers buried in Arlington National Cemetery, as well as to the five Unknown Soldiers of World War I allies (Belgium, Britain, France, Italy, and Romania).

The medal dates back to late 1861, when President Lincoln signed a law creating 200 "medals of honor," specifically for enlisted Navy personnel. In July 1862, Lincoln authorized 2,000 Army medals. Like the Navy medals, these were to be "presented, in the name of the Congress" to enlisted personnel who "distinguish themselves by their gallantry in action, and other soldier-like qualities." Eventually, 1,523 medals were awarded for service in the Civil War, including nurse Mary Walker, the only woman to receive one.

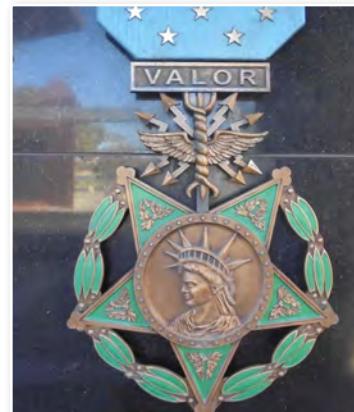
Today, there are three versions of the Medal of Honor, each with a star design, including two with a wreath around the star. The center of the Navy's Medal retains the original design's symbolic figures. Minerva represents the United States, resting one hand on fasces and holding a shield in the other. She repulses Discord, which is depicted wielding snakes. The Marines and Coast Guard also use the Navy Medal. The Army Medal of Honor shows a profile of the Goddess of War, with an eagle above. The Statue of Liberty is in the center of the Air Force Medal of Honor, under wings and thunderbolts.

Recipients have the right to be buried under a government headstone with gold lettering and the Medal of Honor inscribed.

Adapted from Medal of Honor History: http://www.cem.va.gov/cem/history/Medal_of_Honor_History.asp

FEATURED INSERTS

Depicted to the right are the three versions of the Congressional Medal of Honor: one each for the Army, Navy, and Air Force. Marines and Coast Guard personnel receive the Navy's version.



From top to bottom: the Army, Navy, and Air Force versions of the Medal of Honor.

Acts of Courage in World War II

ACTIVITY 1

World War II Medal of Honor Recipients

MATERIALS NEEDED

- Short video: "The Nation's Medal of Honor"
The video is available on the NCA Legacy Program website, www.cem.va.gov/legacy.
- Medal of Honor Biographical Research Template handout, one copy per student
- Technology to access websites

PREPARATION

A list of major campaigns and battles linked to specific Medal of Honor recipients interred in national cemeteries is provided on page 10. You may select from these names or add others — including local recipients — to develop your own list of recipients to be researched by students individually or in small groups.



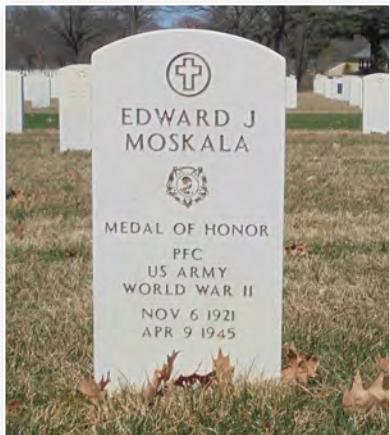
Edward Moskala (1921-1945)

Activity Background

World War II provided many "firsts," including the first Latino Medal of Honor recipient, Private Joseph P. Martinez, who died in the Aleutian Islands in 1943. During the war, the only Japanese American to receive the Medal of Honor was Private First Class Sadao S. Munemori of the famous 442nd, killed in Italy in 1945.

In recent years, other minority soldiers have been belatedly recognized for their contributions. Six World War II African American soldiers were recognized in 1997 and 22 Asian American World War II veterans were so honored in 2000. In 2014, President Obama awarded 24 Medals of Honor to World War II veterans, including seven Latino or Jewish veterans.

The National Cemetery Administration maintains the graves of 373 Medal of Honor recipients, including 86 from the World War II era.



Edward Moskala Grave

Accessing Medal of Honor Citation Sources

Primary source documents are found on <http://www.cmohs.org/recipient-archive.php>. Generally, they are quoted in full on each individual's biography in Wikipedia as well. Their dates of birth and death can be found on the individual's grave marker or memorial (images of these can generally be found on findagrave.com).

FEATURED INSERTS

Edward Moskala received the Medal of Honor posthumously for bravery during the Battle of Okinawa. He is buried in Rock Island National Cemetery (Section E-293) in Illinois.

Activity Steps

Students will investigate the heroic actions during World War II that led to the awarding of the Medal of Honor. They will use recipients' stories to illustrate and organize information about the campaigns and battles of World War II.

1. Engage students by asking: *Why is the Medal of Honor awarded?*
2. Show students Riverside Film 3: "The Nation's Medal of Honor" (90 seconds), which introduces the medal and shows the National Medal of Honor Monument at Riverside National Cemetery.
3. Have students select a Medal of Honor recipient from the list on pages 12-15. Students should use the Medal of Honor Biographical Research Template (Handout 1) to present information about their selected medal recipient, including images of the individual and his grave marker. Students should draw on the text of the citation awarding the Medal of Honor for each individual.
4. Using the biographical sheet provided, students should be able to present their MOH recipient's name, hometown, what act of courage is described on the award citation, the date of the act, and the broader battle, campaign, and theater in which the recipient played a part.

Activity Closure

After students have completed their presentations, invite participants to recap what they've learned. Engage students by asking:

- *How do these stories paint the picture of the campaigns and battles of World War II?*
- *What do you think about the heroic actions of World War II-era Medal of Honor recipients?*
- *What did you find to be the most memorable story you discovered in this lesson? Why was it memorable?*



Garden Niches at Riverside National Cemetery,
Veterans Day, 2015.

Acts of Courage in World War II

ACTIVITY 2

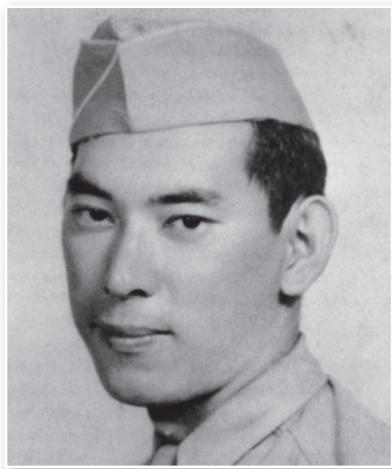
World War II Stories of Courage Jigsaw

MATERIALS NEEDED

- Students' completed World War II Medal of Honor reports
- Graphic Organizer: WWII Medal of Honor Recipients (Handout 2)
- Materials to display the reports in the classroom
- Maps of World War II European/African and Asian/Pacific Theaters

PREPARATION

Complete Activity 1 before beginning Activity 2.



Robert Toshi Kuroda (1922-1944)

Activity Steps

This is a jigsaw activity, in which students organize their findings and then combine their learnings to illustrate the chronology of the war in the two main theaters of US involvement: Asian/Pacific and European/African.

1. Tell students the class will put together each student's research involving stories of individual courage during World War II. Ask students to brainstorm how to organize these stories to depict the broader military history of the war.
2. Discuss the benefits of ordering the stories chronologically or according to the theater of war or campaign. Then, discuss how to combine place and sequence to create a useful narrative review reflecting how events are connected. Maps (displayed or in texts) showing the military history of the war will be useful resources.
3. Explain to students that it has been customary for historians to divide World War II into the Asian/Pacific and European/African theaters. From Activity 1 and previous lessons, students should already be familiar with World War II theaters, campaigns, and dates.
4. Once research has been compiled, have students post their stories about the Medal of Honor recipients they have researched and follow the geographic and chronological order determined by the class. Then, have students read one another's biographies and complete the graphic organizer.



James L. Day (1925-1998)

FEATURED INSERTS

A member of the famous 442nd unit, **Robert Kuroda** posthumously received the Medal of Honor "for extraordinary heroism" in battle at Bruyeres, France. His grave is in the National Memorial Cemetery of the Pacific (Section D-92) in Honolulu.

James Day received the Medal of Honor for his courage on Okinawa. He is buried in Ft. Rosecrans National Cemetery (Section P-1748) in San Diego.

Discussion

Lead a class discussion using the following questions. Another option is to adapt them as part of a homework assignment.

1. *Why is the Medal of Honor awarded? Who are some of the recipients?*
2. *Why is it important to learn the stories of individual courage?*
3. *How did the Medal of Honor winners you studied fit into the overall timeline of World War II?*
4. *Which World War II recipients were honored many years after the war? How did discrimination play a role in the delay?*
5. *What important aspects of World War II have been left out of our review?*

(Note: No one received a Medal of Honor for service on the Home Front, in the USSR, or for dropping the Atomic Bomb.)

Activity Closure

Invite students to recap (in their own words) the significance of the Medal of Honor and what it means to receive it.

- Ask them: *What was the most important thing you learned while doing the research for this activity?*

Lesson Extensions

- Ask students to research local Medal of Honor recipients. How are they memorialized locally? Who are the local heroes of World War II? How are WWII veterans remembered and honored locally?
- Students may go to the Library of Congress' Veterans History Project website and listen to one of the interviews: <http://www.loc.gov/vets/>
- If possible, conduct an oral history with a local Medal of Honor recipient or invite him to speak with the class.

Lesson Resources

- Congressional Medal of Honor Society website: <http://www.cmohs.org>
- *America's Heroes: Medal of Honor Recipients from the Civil War to Afghanistan*, James Willbanks, ed., Santa Barbara: ABC-Clio, 2011
- *Inferno*, Max Hastings, New York: Knopf, 2011
- *The Second World War: A Complete History*, Martin Gilbert, London: Weidenfeld & Nicolson, 1989
- *The Second World War*, John Keegan, New York: Viking, 1989
- Current statistics on all Medal of Honor recipients: <http://www.history.army.mil/moh/mohstats.html>
- Full citations: <http://www.army.mil/medalofhonor/recipients.html>



Medal of Honor Memorial

FEATURED INSET:

Many of the photographs in this lesson plan, including the one on this page, depict the Medal of Honor Memorial in Nimitz Circle at Riverside National Cemetery. In the monument's central court, the name of every Medal of Honor recipient is inscribed.

World War II Medal of Honor Recipients in the National Cemeteries

The following is a partial list of Medal of Honor recipients buried in the national cemeteries.

European Theater

Bulge

| NAME | BIRTH – DEATH | NATIONAL CEMETERY AND STATE | SECTION | SITE |
|----------------|------------------|-----------------------------|---------|------|
| Hendrix, James | 8/1925 - 11/2002 | Florida, FL | MOH | 1 |
| Lopez, Jose | 7/1910 - 5/2005 | Ft. Sam Houston, TX | A1 | 542 |

D-Day

| | | | | |
|----------------|-----------------|---------------|-----|-----|
| Ehlers, Walter | 5/1921 - 2/2014 | Riverside, CA | 20A | 644 |
|----------------|-----------------|---------------|-----|-----|

Eastern Europe/Air War

| | | | | |
|-----------------|------------------|------------------------|-----|---------|
| Hughes, Herbert | 7/1921 - 8/1943 | Ft. Sam Houston, TX | U | 53 |
| Pucket, Donald | 12/1915 - 7/1944 | Jefferson Barracks, MO | 840 | 270-272 |

France

| | | | | |
|------------------|-------------------|---|-------|------|
| Adams, Lucien | 10/1922 - 3/2003 | Ft. Sam Houston, TX | A1 | 555 |
| Bertoldo, Vito | 12/1916 - 7/1966 | Golden Gate, CA | C | 52-A |
| Fields, James | 7/1920 - 7/1970 | Houston, TX | H-B | 6 |
| Kurodo, Robert | 11/1922 - 10/1944 | National Memorial Cemetery of the Pacific, HI | D | 92 |
| Spurrier, Junior | 12/1922 - 2/1984 | Mountain Home, TN | HH-15 | 8 |
| Valdez, Jose | 1/1925 - 2/1945 | Santa Fe, CA | Q | 29 |

Germany

| | | | | |
|------------------------|------------------|---------------------|-----|--------|
| Bennett, Edward | 2/1920 - 5/1983 | Golden Gate, CA | 2B | 1071-A |
| Garcia, Marcario | 1/1920 - 12/1972 | Houston, TX | H-A | 1 |
| Ray, Bernard | 6/1921 - 11/1944 | Long Island, NY | DSS | 6 |
| Robinson Jr., James E. | 7/1918 - 4/1945 | Ft. Sam Houston, TX | T | 98 |
| Schaefer, Joseph | 12/1918 - 3/1987 | Long Island, NY | DSS | 80 |
| Stryker, Stuart | 10/1924 - 3/1945 | Golden Gate, CA | B | 319 |



U.S. Department
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World War II Medal of Honor Recipients in the National Cemeteries

Italy

| NAME | BIRTH – DEATH | NATIONAL CEMETERY AND STATE | SECTION | SITE |
|---------------------------|------------------|---|----------------|--------|
| Bjorklund, Arnold | 4/1918 - 11/1979 | Willamette, OR | H | 3622-C |
| Britt, Maurice | 6/1919 - 11/1995 | Little Roc, AR | 20 | 319 |
| Carr, Chris | 4/1914 - 9/1970 | Los Angeles, CA | 275-G | 15 |
| Dutko, John | 10/1916 - 5/1944 | Beverly, NJ | DS | 1 |
| Inouye, Daniel | 9/1924 - 12/2012 | National Memorial Cemetery of the Pacific, HI | D | 391A |
| Knight, Raymond | 6/1922 - 4/1945 | Houston, TX | H-B | 11 |
| Kobashigawa, Yeiki | 9/1917 - 3/2005 | National Memorial Cemetery of the Pacific, HI | CT8-E, Row 500 | 536 |
| Montgomery, Jack | 7/1917 - 7/2002 | Fort Gibson, OK | 20 | 963 |
| Olson, Arlo | 4/1918 - 10/1943 | Fort Snelling, MN | C-24 | 13787 |
| Shea, Charles | 8/1921 - 4/1944 | Long Island, NY | DSS | 71A |
| Squires, John | 5/1925 - 5/1944 | Zachary Taylor, KY | A | 1359 |

Netherlands

| | | | | |
|----------------------|------------------|----------------------|----|------|
| Bolton, Cecil | 10/1908 - 1/1965 | Fort Sam Houston, TX | PC | 22-J |
|----------------------|------------------|----------------------|----|------|

North Africa

North Africa

| | | | | |
|------------------------|-----------------|--|--------|---------|
| David, Albert | 7/1902 - 9/1945 | Fort Rosecrans, CA | OFF | 125-A |
| Minue, Nicholas | 3/1905 - 4/1943 | North Africa American Cemetery and Memorial, Carthage, Tunisia | Sec. E | Row 8 4 |

Pacific

Coral Sea

| | | | | |
|----------------------|-------------------|----------------------|---|-----|
| Hall, William | 10/1913 - 11/1996 | Fort Leavenworth, KS | 1 | 286 |
|----------------------|-------------------|----------------------|---|-----|

Guadalcanal

| | | | | |
|---------------------------|------------------|---|-----|------|
| Casamento, Anthony | 11/1920 - 7/1987 | Long Island, NY | DDS | 79-A |
| Fournier, William | 6/1913 - 1/1943 | National Memorial Cemetery of the Pacific, HI | C | 462 |
| Keppler, Reinhardt | 1/1918 - 11/1942 | Golden Gate, CA | C | 379 |
| Paige, Mitchell | 8/1918 - 11/2003 | Riverside, CA | 20A | 533 |

Guam

| | | | | |
|---------------------|------------------|-----------------|---|----|
| Witek, Frank | 12/1921 - 8/1944 | Rock Island, IL | E | 72 |
|---------------------|------------------|-----------------|---|----|



U.S. Department
of Veterans Affairs

World War II Medal of Honor Recipients in the National Cemeteries

Iwo Jima

| NAME | BIRTH – DEATH | NATIONAL CEMETERY AND STATE | SECTION | SITE |
|-------------------------|------------------|---|---------|-------|
| Caddy, William | 8/1925 - 3/1945 | National Memorial Cemetery of the Pacific, HI | C | 81 |
| Harrell, William | 6/1922 - 8/1964 | Ft. Sam Houston, TX | W | 3247 |
| Julien, Joseph | 4/1918 - 3/1945 | Long Island, NY | DSS | 12 |
| LaBelle, James | 11/1925 - 3/1945 | Fort Snelling, MN | B1 | 422-S |
| Williams, Jack | 10/1924 - 3/1945 | Springfield, MO | 30 | 2375 |

Island Hopping

| | | | | |
|--------------------|-----------------|---|---|------|
| Martin, May | 4/1922 - 4/1945 | National Memorial Cemetery of the Pacific, HI | N | 1242 |
|--------------------|-----------------|---|---|------|

Marshall Islands

| | | | | |
|--------------------------|------------------|-------------------|---|-------|
| Sorenson, Richard | 8/1924 - 10/2004 | Fort Snelling, MN | B | 149-1 |
|--------------------------|------------------|-------------------|---|-------|

Midway

| | | | | |
|---|-------------------|---|-----|------|
| Cannon, George | 11/1915 - 12/1941 | National Memorial Cemetery of the Pacific, HI | C | 1644 |
| Fleming, Richard (buried at sea) | 11/1917 - 6/1942 | Fort Snelling, TX (cenotaph) | F-1 | 111 |

New Guinea

| | | | | |
|---------------------|------------------|------------------------|----|---------|
| Cheli, Ralph | 10/1919 - 3/1944 | Jefferson Barracks, MO | 78 | 930-934 |
| McGill, Troy | 7/1914 - 3/1944 | Knoxville, TN | B | 6294 |

Okinawa

| | | | | |
|----------------------------|-------------------|---|----|------|
| Craft, Clarence | 9/1921 - 3/2002 | Fayetteville, AR | 17 | 120 |
| Day, James | 10/1925 - 10/1988 | Fort Rosecrans, CA | P | 1748 |
| Gonsalves, Harold | 1/1926 - 4/1945 | Golden Gate, CA | B | 61 |
| Halyburton, William | 8/1924 - 5/1945 | National Memorial Cemetery of the Pacific, HI | O | 274 |
| Moskala, Edward | 11/1921 - 4/1945 | Rock Island, IL | E | 293 |
| Muller, Joseph | 6/1908 - 5/1945 | National Memorial Cemetery of the Pacific, HI | N | 1259 |

Pacific Aviators

| | | | | |
|---------------------------|-----------------|---|----|---------|
| Sarnoski, Joseph | 1/1915 - 6/1943 | National Memorial Cemetery of the Pacific, HI | A | 582 |
| Van Voorhis, Bruce | 1/1908 - 7/1943 | Jefferson Barracks, MO | 79 | 279-281 |



U.S. Department
of Veterans Affairs

World War II Medal of Honor Recipients in the National Cemeteries

Pearl Harbor

| NAME | BIRTH – DEATH | NATIONAL CEMETERY AND STATE | SECTION | SITE |
|-----------------------|---------------------|---|---------|------|
| Hill, Edwin | 10/1894 - 12/7/1941 | National Memorial Cemetery of the Pacific, HI | A | 895 |
| Jones, Herbert | 1/1918 - 12/7/1941 | Fort Rosecrans, MO | G | 76 |
| Reeves, Thomas | 12/1895 - 12/7/1941 | National Memorial Cemetery of the Pacific, HI | A | 884 |

Peleliu

| | | | | |
|------------------------|-------------------|-------------------|----|------|
| Kraus, Richard | 11/1925 - 10/1944 | Fort Snelling, MN | DS | 61A |
| New, John Drury | 8/1925 - 9/1944 | Mobile, AL | 7 | 2147 |

Philippines

| | | | | |
|--------------------------|--------------------|---|----|--------|
| Kerstette, Dexter | 12/1907 - 7/1972 | Tahoma, WA | 9B | 12 |
| Reese, John | 6/1923 - 2/1945 | Fort Gibson, OK | 2 | 1259-E |
| Rodriguez, Cleto | 4/1923 - 12/7/1990 | Fort Sam Houston, TX | AI | 700 |
| Rudolph, Donald | 2/1921 - 5/2006 | Fort Snelling, MN | DS | 22-S |
| Thorson, John | 5/1920 - 10/1944 | Keokuk, IA | D | 71 |
| Villegas, Ysmael | 3/1924 - 3/1945 | Riverside, CA | 5 | 1178 |
| Wai, Francis | 4/1917 - 10/1944 | National Memorial Cemetery of the Pacific, HI | Q | 1194 |

Saipan

| | | | | |
|-----------------------|------------------|---|---|------|
| Baker, Thomas | 6/1916 - 7/1944 | Gerald B. H. Solomon Saratoga, NY | 8 | 530 |
| McCard, Robert | 11/1918 - 6/1944 | National Memorial Cemetery of the Pacific, HI | B | 1024 |

Solomon Islands

| | | | | |
|-----------------------------------|------------------|--------------|---|-----|
| Scott, Robert S. (Sheldon) | 11/1913 - 2/1999 | Santa Fe, NM | 9 | 460 |
|-----------------------------------|------------------|--------------|---|-----|

Tarawa

| | | | | |
|--------------------------|----------------------|---|---------------|-----|
| Bordelon, William | 12/25/1920 - 11/1943 | National Memorial Cemetery of the Pacific, HI | Plot A, Row 0 | 481 |
| Hawkins, William | 4/1914 - 11/1943 | National Memorial Cemetery of the Pacific, HI | B | 646 |

Tinian

| | | | | |
|------------------------|------------------|---|---|----|
| Ozbourn, Joseph | 10/1919 - 7/1944 | National Memorial Cemetery of the Pacific, HI | F | 17 |
|------------------------|------------------|---|---|----|



U.S. Department
of Veterans Affairs

Acts of Courage in World War II

HANDOUT 1

Medal of Honor Biographical Research Template

Instructions: Investigate the heroic actions during World War II that led to the Medal of Honor award to the serviceman you are researching. Read the award document and its description of the recipient's actions in combat. These primary sources can be found on the Congressional Medal of Honor Society's website, <http://www.cmohs.org/recipient-archive.php>. Images of the recipient and his grave marker can often be found on Wikipedia or findagrave.com. This report will be displayed in the classroom, so fill it out with its final appearance in mind.

World War II Medal of Honor Report

Recipient's Name: _____

Hometown: _____

Date of Birth: _____

PHOTO OF RECIPIENT

Date of Action: _____

Battle or Campaign: _____

Theater of War: _____

Date Awarded MOH: _____

Date of Death: _____

PHOTO OF RECIPIENT'S
GRAVE MARKER

Age at Death: _____

Place of Burial: _____

Briefly describe the act of valor
recognized by the Medal of Honor:

Student Name: _____ Class: _____

Acts of Courage in World War II

HANDOUT 2

Graphic Organizer: WWII Medal of Honor Recipients

Instructions: Using the Medal of Honor reports posted by the class, complete the following chart to review the progress of American actions in World War II in its main theaters.

| Pacific | | | | |
|------------------------|--------------------|------------------|----------------|--------------------------|
| | Battle or Campaign | Location/Theater | Year of Action | Medal of Honor Recipient |
| Coral Sea | | | | |
| Guadalcanal | | | | |
| Guam | | | | |
| Iwo Jima | | | | |
| Island-Hopping | | | | |
| Marshall Islands | | | | |
| Midway | | | | |
| New Guinea | | | | |
| Okinawa | | | | |
| Pacific Air War | | | | |
| Pearl Harbor | | | | |
| Peleliu | | | | |
| Philippines | | | | |
| Saipan | | | | |
| Solomon Islands | | | | |
| Tarawa | | | | |
| Tinian | | | | |
| Europe/Africa | | | | |
| Africa | | | | |
| Bulge | | | | |
| D-Day | | | | |
| Eastern Europe/Air War | | | | |
| France | | | | |
| Germany | | | | |
| Italy | | | | |
| Netherlands | | | | |

Student Name: _____ Class: _____



Diversity and U.S. Forces in World War II

Stories of Courage from Riverside National Cemetery

A wide variety of ethnic groups contributed to the nation's victory in World War II, as can be illustrated by the lives of diverse service men and women buried in Riverside National Cemetery.

High School Lesson



U.S. Department
of Veterans Affairs

www.cem.va.gov/legacy



The National Cemeteries and the Veterans Legacy Program

Since the Civil War, the United States has maintained national cemeteries to honor its veterans' service. A century and a half later, these cemeteries offer a broad range of resources for study and opportunities to honor those who have served in the nation's wars. Within their walls and records may be found the story of how the nation has met its debt to those who served in its armed forces and how our understanding of that obligation has deepened with time.



The National Cemetery Overlook in the Presidio, San Francisco, with an excerpt from "The Young Soldiers Do Not Speak" (1941), by Archibald MacLeish (1892-1982).

Each national cemetery has its own history and unique landscape, with the geography, design, and nature worthy of reflection. The cemeteries' manicured lawns reflect the care extended to sacred ground where honored dead lie. The mission of the Veterans Legacy Program is to extend that care beyond the grave to remember their service to the nation by telling their stories. The program draws on the help of educators and students to search out the sources to document these lives and honor their deeds. Accounts of courage and sacrifice, of competence and service, all contribute to our appreciation of what earlier generations have given to the nation and help us understand why this ground is set aside as hallowed.



U.S. Department
of Veterans Affairs

www.cem.va.gov/legacy

Welcome, Educators!

The Veterans Legacy Program offers educators an integrated new suite of lesson plans designed to teach students about the service and sacrifice of our nation's Veterans, and take advantage of our National Cemeteries as historic places for teaching and learning — both in the classroom *and* on-site. The educational resources of the Veterans Legacy Program draw on rich stories from national cemeteries to offer teachers a variety of hands-on activities directly connected to national curriculum standards.

- Customized for middle level and high school students, the program's five lesson plans introduce students to the important roles played by African Americans and women during the Civil War, to heroic Medal of Honor recipients and diverse service men and women of the Second World War, and to the history and traditions of Memorial Day.
- The lesson plans are supplemented online with a variety of additional resources. These include a collection of primary source documents and images, interactive maps, and short videos related to the content of the lesson plans.

As the National Cemetery Administration launches these inaugural components of the new Veterans Legacy Program, educators and students are invited to provide comments, suggestions, and contributions to further develop and enhance these initial materials *and* new resources in the future. Please visit the program website to comment: www.cem.va.gov/legacy.

Thank you, and good luck with this exciting new program!

Key Themes of the Veterans Legacy Program's Lesson Plans

- Honoring African American Military Service during the Civil War
- Women's roles in nursing the Civil War wounded and memorializing the dead
- Stories of World War II Medal of Honor recipients, illustrating the war's key campaigns and major battles
- Diverse groups that contributed to American victory in World War II
- The origins and history of Memorial Day and the evolution of its traditions

Inside

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PHOTOGRAPHY CREDITS

Library of Congress: Cover (right), page 6, 7

U.S. Air Force, page 8 (upper)

Contemporary photographs by Thomas Connors unless otherwise indicated.

FOCUS ON

Riverside National Cemetery

in Riverside, California

Riverside: A Modern Memorial Park

Surrounded by distant mountains, Riverside National Cemetery's central boulevard winds past lakes, memorial circles, and grand monuments. Unlike older cemeteries with upright headstones, its flat markers and vast lawns reflect the design of a modern memorial park cemetery. Riverside opened in 1978 on land that had served as Camp Haan during World War II. Its Veterans Day and Memorial Day programs have annually attracted thousands to its Memorial Auditorium. As the third-largest cemetery managed by the National Cemetery Administration, Riverside has been its most active location since 2000.



POW/MIA Memorial, Lake A, Riverside



Riverside, Veterans Day 2015

Credit: Thomas Connors

Monuments

- Medal of Honor Memorial (1999)
- Veterans Memorial (2000)
- Prisoner of War/Missing in Action Memorial (2005)

Medal of Honor Recipients

- John H. Balch (World War I)
- Walter Ehlers (World War II)
- Lewis L. Millett (Korea)
- Mitchell Paige (World War II)
- Ysmael R. Villegas (World War II)

World War II Notables

- George Baker. *"The Sad Sack"* Cartoonist.
- Aaron Bank. Army Special Forces founder.
- Robert Endo. 442nd Veteran.
- Lillian Kinkela Keil. Air Force Nurse.
- Patrick McMahon. Rescued by John F. Kennedy.
- Joe Morris, Sr. Navajo Code Talker.
- Richard Nelson. *Enola Gay* radio operator.
- Chesley Peterson. R.A.F. pilot.
- *Tuskegee Airmen*: Kenneth Hawkins, John Hamilton, Charles Jamerson, Charles Ledbetter, Perry Lindsey; John Pulliams, Hackley Woodford.
- *USS Indianapolis Survivors*: Louis Campbell, Donald Felts, Verne Foster, Jay Glenn, Salvador Vega Maldonaldo, John Olijar.

Other Notables

- Melissa Rose Barnes. Sept. 11, 2001 Pentagon attack.
- Peggy Cartwright & William Walker. *Actors in Birth of a Nation & Our Gang*, and *To Kill a Mockingbird*.
- John D. McKeel, Jr. Held hostage by Iran from 1979 to 1981.
- Lester "Les" Richter. *Football Hall of Fame*.
- Woodrow "Woody" Strode. Helped integrate Major League Football and acted in John Ford westerns.
- Adelbert Waldron. Army sniper in Vietnam.

Visit: www.cem.va.gov/cems/nchp/beaufort.asp

Interactive Map link: www.cem.va.gov/xxxxxx

EDUCATION STANDARDS

Common Core English Language Arts Standards (ELA)

RI: Reading Informational Text **SL:** Speaking and Listening

-
- RI.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
 - RI.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - SL.4** Present claims and findings emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Common Core History/Social Studies Standards

RH: Reading History **WHST:** Writing History

-
- RH 11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
 - WHST 9-10.7** Conduct short as well as sustained research projects to answer a question or solve a problem or broaden inquiry when appropriate, synthesize multiple sources on the subject.
 - WHST 11-12.7** Conduct short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden an inquiry when appropriate, synthesize multiple sources on the subject demonstrating understanding of the subject.

NCSS Disciplinary Standards

History

Enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources.

Geography

Guide learners in the use of maps and other geographic, representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Civic and Government

Enable learners to understand the relationship of the United States to other nations and to world affairs.

Insure that learners are made aware of the full range of opportunities to participate as citizens in the American democracy and of their responsibilities for doing so.



Tuskegee Airmen Ground Crew. Ramitelli, Italy, March 1945. Toni Frissell, photographer.

KEY MESSAGES

- Americans united to contribute to the Allied victory in World War II, including members of groups that may not have been able to share all the benefits we consider essential to our democracy.
- African Americans, Latinos, Asian Americans, women, and Native Americans all played heroic roles during the war, even while facing social disadvantages and discrimination.
- Learning about the minorities and women who served during war deepens our understanding of the rich diversity among American veterans.

LEARNING ACTIVITIES

Activity 1

Researching the Experiences of Diverse Service Men and Women

Time Required: 55 minutes

Activity 2

World War II Diversity Presentations

Time Required: 55 minutes

STUDENT HANDOUTS

- Resources for Researching the Experiences of Diverse Service Men and Women
- Graphic Organizer for Researching the Experiences of Diverse Service Men and Women

CEMETERY CONNECTIONS

Watch for this icon throughout the activities:



ON-SITE TIP

When at Riverside National Cemetery, look for these important features!

Diversity and U.S. Forces in World War II

Stories of Courage from Riverside National Cemetery

Learning Objectives

1. Articulate the important contributions of minority groups and women during World War II.
2. Evaluate how African American, Asian American, Native American, Hispanic, and female veterans are honored in national cemeteries.

Featured Cemetery

Riverside National Cemetery, Riverside, CA

Lesson Overview

Students will explore multiculturalism by researching diverse individuals whose contributions in the past still resonate today. Students will research stories of courage from World War II and present those stories, illustrating the contributions of diverse Americans during times of national crisis.

Primary Sources

- Obituaries, interviews, news reports, grave markers, information from Internet-based sources.

Essential Questions

1. How did members of different ethnic, racial, or gender groups support the nation's effort in World War II?
2. What military service did these groups contribute toward winning World War II?



ON-SITE TIP
When at Riverside National Cemetery, look for these important feature!

Section 5-1178

Introduction to Activities

As a nation of immigrants and their descendants, the United States earns the loyalty of its citizens through commitment to its ideals, including the loyalty of groups that have faced discrimination. Nowhere is this more apparent than in looking at how minorities and women contribute in times of national crisis, such as World War II. Exploring individual stories help to connect the past to today's students, who can see themselves in others' stories.

At Riverside, seven lives tell of two Tuskegee airmen, a Navajo code talker, a comic artist, a Latino Medal of Honor recipient, a Japanese American who served in World War II's most decorated unit, and a nurse who tended the wounded on D-Day and at the Bulge.

Each of these examples is included in the list from which students will choose a World War II veteran to research.



Ysmael Villegas (1924-1945)



FEATURED INSERTS

The photo at right shows the famous Japanese American unit at Camp Shelby, Mississippi, in 1943.

Medal of Honor recipient Ysmael Villegas was the first interment in Riverside National Cemetery.

The 42nd Present Arms

Diversity and U.S. Forces in World War II

ACTIVITY 1

Researching the Experiences of Diverse Service Men and Women

MATERIALS NEEDED

- Resources for Researching the Experiences of Diverse Service Men and Women handout (page 12) and Graphic Organizer handout (page 13)
- Riverside National Cemetery interactive map, available on the NCA Legacy Program website, www.cem.va.gov/legacy.
- The Uncle Sam / I Want You recruiting poster, available on the NCA Legacy Program website, www.cem.va.gov/legacy.
- Internet access

PREPARATION

- Make copies of activity handouts, one per student.
- Prepare to show the Interactive Map to students, projecting on a large screen if possible.



Lillian Kinkela Keil (1916-2005)

Activity Steps:

1. Show the students an image of the famous Uncle Sam “I Want You” Recruiting Poster.
2. Engage students by asking: *Given what you know about the United States in the early 20th century, which gender or ethnic groups in the country do you think might be least excited about fighting for the United States in World War II? What groups might argue that they don’t have access to all the benefits and opportunities America has to offer?*
3. As students consider these questions, they might suggest Native Americans, African Americans, women, Latinos, and Japanese Americans (particularly if Internment has already been covered); they might also name German or Italian Americans. In addition, they might speculate on the difficulty the army might have had in recruiting in the internment camps.
4. Respond to students’ suggestions by responding that many members of these groups fought bravely in the war.
5. Divide students into groups and provide them with the Resources handout. This handout identifies sources of information about contributions made by diverse men and women who are buried in Riverside National Cemetery.
6. Assign each of the seven individuals listed on page 9 to a group, or let the groups choose. Provide students with the graphic organizer handout to complete for each key figure.
7. Instruct students to use the resources on the interactive map of Riverside National Cemetery as well as other links as they research their key figures. Prompt students to record background information regarding their figures’ contributions to the war, their markers at Riverside, and how their stories represent different groups coming together to support the war effort.



ON-SITE TIP
When at Riverside National Cemetery, look for these important feature!

Section 52A-2818



Joe Morris (1925-2011)

FEATURED INSERTS:

Air Force nurse Lillian Kinkela Keil treated the wounded in Normandy, at the Bulge, and later at the Chosin Reservoir in Korea. She is buried at Riverside National Cemetery in Section 20A [grave 1235]. Code Talker Joe Morris’ grave at Riverside National Cemetery [Section 52A-2818] includes a Native American emblem of faith representing the four directions.

Discussion

Does anyone know what is considered the most decorated unit in WWII?

The answer may surprise you. (Tip: Search for “most decorated unit world war II.” The answer is the 442nd.)

- Why do you think men recruited from internment camps would fight so courageously for the nation that had interned them?
- Why do you think the 442nd was sent to fight in Europe rather than the Pacific theater in World War II?

Key Figures for Research:

- Military Cartoonist: *George Baker* [Section 8-3254]
- The 442nd Infantry Regiment: *Robert Minoru (Takeshita) Endo* [Columbarium BE-B-301]
- Nurse: *Lillian Kinkela Keil* [Section 20A-1235]
- Code Talker: *Joe Morris* [Section 52A-2818]
- Tuskegee Airman: *Charles Ledbetter* [Section 26-1426]
- Medal of Honor: *Ysmael Villegas* [Section 5-1178]
- Tuskegee Airman: *Hackley Woodford* [Section 49A-1149]

8. Have groups develop short presentations on each of these individuals' contribution to the war effort. Allow time for groups to research and prepare their presentations.

Activity 2 includes students' presentations to the class.

Activity Closure

- Ask students to share their favorite findings from their research on the experiences of diverse service men and women during World War II. What were some of the predictable findings? What was surprising?
- Remind students that in the next activity, they will be making presentations to share what they've learned.



Montford Point Veterans

FEATURED INSET

Pictured attending Riverside's Veterans Day program in 2015 are three veterans of Montford Point Camp where the first African American Marines trained (1942-1949). The veteran at right wears the Congressional Gold Medal awarded to these and other Montford veterans three years earlier.

Diversity and U.S. Forces in World War II

ACTIVITY 2

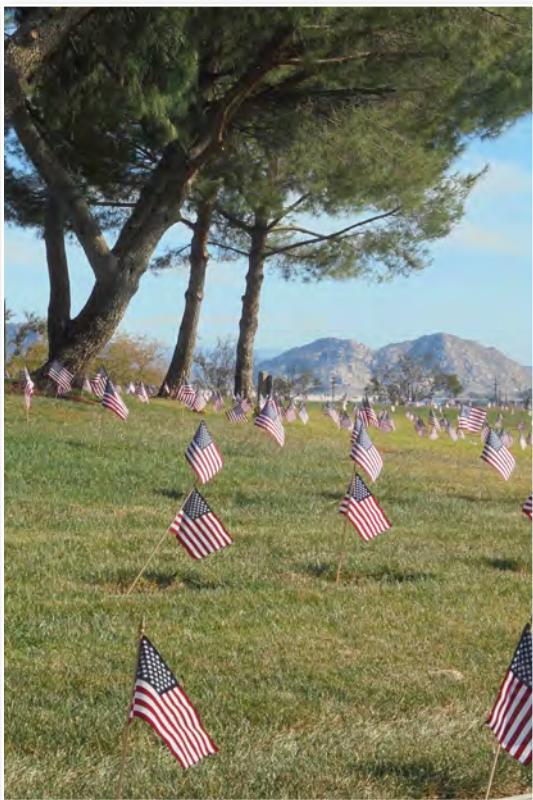
World War II Diversity Presentations

MATERIALS

- Presentations prepared in Activity 1
- Riverside National Cemetery interactive map
- "Riverside & the World War II Generation" Video (90 seconds) (*The Interactive Map and Video are available on the NCA Legacy Program website, www.cem.va.gov/legacy.*)
- Internet access

PREPARATION

- Prepare to show the Interactive Map and Video to students, using a large screen projector if possible.



Veterans Day Flags

Activity Steps

1. Remind students that their research findings from Activity 1 should be used as the basis for their presentations in Activity 2.
2. Have each group present its biographical research information to the class. While listening to each presentation, students should complete their graphic organizers based on the presentations.
3. After each presentation, encourage a short recap to discuss how the diversity of each veteran's particular talents and backgrounds helped him or her to contribute to the war effort.

Optional: On-Demand Writing or Homework Assignment

Ask students to respond to the following question: *Why would a member of any of these groups (African American, Asian American, Japanese American, Native American, or women) want to help contribute to the war effort in World War II, even though they may not have shared all the benefits we consider essential to our democracy?*

Activity Closure

Show the short film, "Riverside & The World War II Generation" (90 seconds).

Discussion:

In the national cemeteries, all veterans are equal. Each marker represents a story of service. *Among the tens of thousands of grave markers in Riverside, why is it useful to learn the stories of some of the veterans buried there? Whose stories do you think are most important to tell? What might a memorial to one of the groups they represent look like?*

FEATURED INSET

Volunteers decorate every grave in Riverside National Cemetery with flags for Memorial and Veterans Day.



ON-SITE TIP
When at Riverside National Cemetery, look for these important features!

Near Entrance to Cemetery

Lesson Extensions

You may wish to suggest that students do one or more of the following lesson extensions:

- Develop an illustrated 8" x 10" poster with a brief description of the veteran's service to hang in the classroom or hallway. Consider using a standard template for images and information.
- Write a eulogy for the veteran researched.
- Research existing monuments to minority groups' contributions to World War II. For example: *Where are the monuments located? When were they dedicated? What symbolism or text do they include?*
- Use the interactive map to:
 - Create a walking tour of Riverside National Cemetery, focusing on its World War II veterans.
 - Locate another World War II veteran who is buried at Riverside and research his or her story.

Lesson Resources

- *And If I Perish: Frontline U.S. Army Nurses in World War II*, Evelyn Monahan & Rosemary Neidel-Greenlee, New York: Knopf, 2003
- 442nd Regimental Combat Team website:
<http://www.the442.org/home.html>
- *Freedom Fliers: The Tuskegee Airmen of World War II*, J. Todd Moye, New York: Oxford, 2010
- George Baker, Sad Sack website: <http://sadsack.net/GBaker.htm>
- Go For Broke (442nd) National Education Center Oral Histories:
http://www.goforbroke.org/oral_histories/oral_histories.php
- Navajo Code Talkers: The Story of the Soldiers that Ended the War website: <http://navajocodetalkers.org>
- "Patriotism Crosses the Color Line: African Americans in World War II", Clarence Taylor, *History Now*, <https://www.gilderlehrman.org/history-by-era/world-war-ii/essays/patriotism-crosses-color-line-african-americans-world-war-ii>

FEATURED INSET

A poncho covers the face of the memorial's dead soldier, unidentified by rank, race, or gender to better represent all of those who gave their lives in combat. This powerful sculpture stands near the entrance to Riverside National Cemetery.



Veterans Memorial, Riverside

Diversity and U.S. Forces in World War II

HANDOUT 1

Resources for Researching the Experiences of Diverse Service Men and Women

Instructions: Use the links below to research your chosen World War II service man or woman. Plan to compile your findings on the Graphic Organizer (Handout 2).

1. Military Cartoonist: *George Baker*
 - <http://www.tcj.com/george-baker-and-the-sad-sack/>
 - <http://www.rememberthedeadeyes.com/GeorgeBaker.html>
 - <http://sadsack.net/GBAutobiography>.
2. The 442nd Infantry Regiment: *Robert Minoru Takesita (now Endo)*
 - <http://www.discovernikkei.org/en/resources/military/12818/>
 - [http://www.findagrave.com/cgi-bin/fg.cgi?page=gr&GRid=66787328&df=all&](http://www.findagrave.com/cgi-bin/fg.cgi?page=gr&GSln=endo&GSfn=robert&GSbyrel=all&GSdy=2010&GSdyrel=in&GSob=n&GRid=66787328&df=all&)
3. Nurse: *Lillian Kinkela Keil*
 - <http://www.af.mil/News/ArticleDisplay/tabid/223/Article/136758/people-remember-world-war-ii-nurses.aspx>
 - http://www.reflectionsonnursingleadership.org/Pages/Vol40_1_Riggs_Keil.aspx
 - <http://articles.latimes.com/2005/jul/10/local/me-keil10>
 - <http://www.findagrave.com/cgi-bin/fg.cgi?page=gr&GRid=11328910>
4. Code Talker: *Joe Morris*
 - http://www.navajotimes.com/news/2011/0711/072411codetalker.php#.Vj_DMLSGWIw
 - <http://indiancountrytodaymedianetwork.com/2011/07/21/navajo-code-talker-and-national-hero-joe-morris-sr-passes-43819>
 - <http://www.latimes.com/local/obituaries/la-me-joe-morris-20110722-story.html>
 - https://en.wikipedia.org/wiki/Joe_Morris,_Sr.
 - <http://navajocodetalkers.org/story-of-the-navajo-code-talkers/>
5. Tuskegee Airman: *Charles Ledbetter*
 - <http://www.wvstateu.edu/about-wvsu/history/tuskegee-airmen-wvsu-connection.aspx>
 - <http://www.wvgazettemail.com/News/201203100139>
 - https://en.wikipedia.org/wiki/Charles_William_Ledbetter <http://army.togetherweserved.com/army/servlet/tws.webapp.WebApp?cmd=ShadowBoxProfile&type=Person&ID=329897>
6. Medal of Honor: *Ysmael Villegas*
 - <http://www.cmohs.org/recipient-detail/3039/villegas-ysmael-r.php>
 - <http://valor.militarytimes.com/recipient.php?recipientid=3412>
 - <http://www.pe.com/articles/villegas-689326-riverside-community.html>
 - https://en.wikipedia.org/wiki/Ysmael_R._Villegas
7. Tuskegee Airman: *Hackley Woodford*
 - <http://tuskegeeairmen.org/explore-tai/a-brief-history/>
 - http://www.utsandiego.com/uniontrib/20050205/news_1m5woodford.html
 - <http://www.findagrave.com/cgi-bin/fg.cgi?page=gr&GRid=18115459>

Diversity and U.S. Forces in World War II

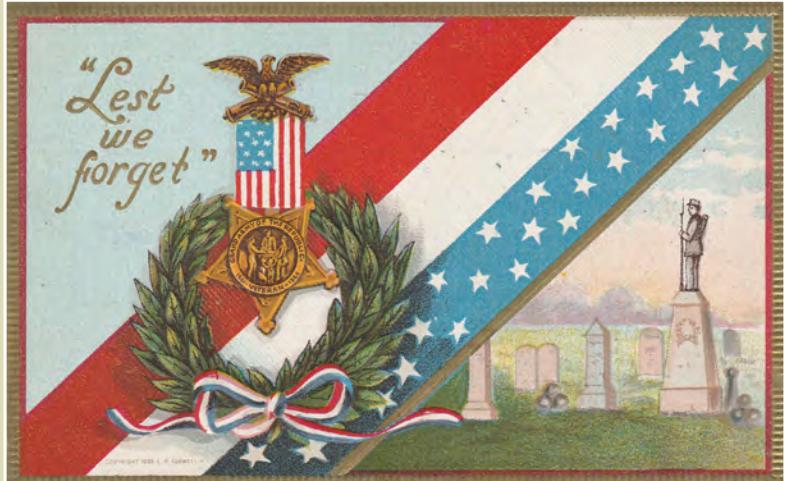
HANDOUT 2

Graphic Organizer: Researching the Experiences of Diverse Service Men and Women

Instructions: Use the graphic organizer below to document your key research findings. As other groups present the results of their research, add that information to your graphic organizer.

| Name | Information from Grave Marker/Memorial <i>(Years of Life, Honors)</i> | Contribution to WWII Effort <i>(What role did this individual play in the war?)</i> | Connection to Broader Groups and Events <i>(Ethnicity, Gender, Battles, Campaigns, War Effort)</i> |
|----------------------|--|--|---|
| George Baker | | | |
| Robert Endo | | | |
| Lillian Kinkela Keil | | | |
| Charles Ledbetter | | | |
| Joe Morris | | | |
| Ysmael Villegas | | | |
| Hackley Woodford | | | |

Student Name: _____ Class: _____



Memorial Day

Honoring Service and Sacrifice

Though widely observed since the late 1860s, Memorial Day did not become an official national holiday until 1971. On this day, communities across the United States place American flags on graves of veterans to memorialize the 1.1 million Americans who have died in our nation's wars.

Educational Activities



U.S. Department
of Veterans Affairs

www.cem.va.gov/legacy



The National Cemeteries and the Veterans Legacy Program

Since the Civil War, the United States has maintained national cemeteries to honor its veterans' service. A century and a half later, these cemeteries offer a broad range of resources for study and opportunities to honor those who have served in the nation's wars. Within their walls and records may be found the story of how the nation has met its debt to those who served in its armed forces and how our understanding of that obligation has deepened with time.



The National Cemetery Overlook in the Presidio, San Francisco, with an excerpt from "The Young Soldiers Do Not Speak" (1941), by Archibald MacLeish (1892-1982).

Each national cemetery has its own history and unique landscape, with the geography, design, and nature worthy of reflection. The cemeteries' manicured lawns reflect the care extended to sacred ground where honored dead lie. The mission of the Veterans Legacy Program is to extend that care beyond the grave to remember their service to the nation by telling their stories. The program draws on the help of educators and students to search out the sources to document these lives and honor their deeds. Accounts of courage and sacrifice, of competence and service, all contribute to our appreciation of what earlier generations have given to the nation and help us understand why this ground is set aside as hallowed.



U.S. Department
of Veterans Affairs

www.cem.va.gov/legacy

Welcome, Educators!

The Veterans Legacy Program offers educators an integrated new suite of lesson plans designed to teach students about the service and sacrifice of our nation's Veterans, and take advantage of our National Cemeteries as historic places for teaching and learning — both in the classroom *and* on-site. The educational resources of the Veterans Legacy Program draw on rich stories from national cemeteries to offer teachers a variety of hands-on activities directly connected to national curriculum standards.

- Customized for middle level and high school students, the program's five lesson plans introduce students to the important roles played by African Americans and women during the Civil War, to heroic Medal of Honor recipients and diverse service men and women of the Second World War, and to the history and traditions of Memorial Day.
- The lesson plans are supplemented online with a variety of additional resources. These include a collection of primary source documents and images, interactive maps, and short videos related to the content of the lesson plans.

As the National Cemetery Administration launches these inaugural components of the new Veterans Legacy Program, educators and students are invited to provide comments, suggestions, and contributions to further develop and enhance these initial materials *and* new resources in the future. Please visit the program website to comment:

www.cem.va.gov/legacy.

Thank you, and good luck with this exciting new program!

Key Themes of the Veterans Legacy Program's Lesson Plans

- Honoring African American Military Service during the Civil War
- Women's roles in nursing the Civil War wounded and memorializing the dead
- Stories of World War II Medal of Honor recipients, illustrating the war's key campaigns and major battles
- Diverse groups that contributed to American victory in World War II
- The origins and history of Memorial Day and the evolution of its traditions

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PHOTOGRAPHY CREDITS

Nicholas Trout, Beaufort National Cemetery, page 12 (lower)

Historic postcards and ephemera from the collections of the Historian's Office of the National Cemetery Administration and Thomas Connors.

Contemporary photographs by Thomas Connors unless otherwise indicated.

EDUCATION STANDARDS

Common Core English Language Arts Standards (ELA)

RI: Reading Informational Text **SL:** Speaking and Listening

-
- RI.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
 - RI.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - SL.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Common Core History/Social Studies Standards

RH: Reading History **WHST:** Writing History

-
- RH 11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
 - WHST 9-10.7** Conduct short as well as sustained research projects to answer a question or solve a problem or broaden inquiry when appropriate; synthesize multiple sources on the subject.
 - WHST 11-12.7** Conduct short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden an inquiry when appropriate, synthesize multiple sources on the subject demonstrating understanding of the subject.

NCSS Disciplinary Standards

History

Assist learners in utilizing chronological thinking so they can distinguish between past, present, and future time, can place historical narratives in the proper chronological framework, can interpret data presented in timelines; and compare alternative models for periodization.

Enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage; identify the central questions addressed in historical narrative; draw upon data in historical maps, charts and other graphic organizers; and draw upon visual, literary, or musical sources.

Help learners to identify issues and problems of the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision.



KEY MESSAGES

- The nation memorializes its military sacrifice on official holidays, drawing on shared patriotic symbolism for its rituals. On Memorial Day, it honors those who died in its service.
- After the Civil War ended in 1865, different Decoration Days developed to honor the dead. Even today there are separate Confederate and national Memorial Days in Southern states.
- Memorial Day evolved from separate Decoration Days honoring the Union and Confederate war dead. It became a common national holiday in honor of all service men and women who died for the country throughout its history.
- The Memorial Day holiday has changed over time. In the twentieth century, it began to incorporate new symbols, such as poppies, and new traditions, such as volunteer flag placement.

LEARNING ACTIVITIES

Activity 1

Logan's Order and the Origins of Memorial Day

Time Required: 45 minutes

Activity 2

Decoration and Memorial Day Postcards, c. 1900-1920

Time Required: 45 minutes

Activity 3

Twentieth Century Traditions

Time Required: 45 minutes

HANDOUTS

- John A. Logan Memorial Day Order and Questions
- Graphic Organizer: Word Definitions
- Document Analysis Worksheet
- Graphic Organizer: Decoration and Memorial Day Postcards
- Memorial Day Traditions: Research Links

Memorial Day

Honoring Service and Sacrifice

Learning Objectives

1. Understand the origins and history of Memorial Day and evolution of its traditions.
2. Analyze, compare, and contrast traditions over time. Infer how the holiday's meaning changes by looking at how it has been observed over the last 150 years.

Relevant National Cemetery

All National Cemeteries ([insert link to interactive map/NCA regional map here](#).)

Lesson Overview

The activities in this lesson examine the origins of Memorial Day and the symbols, traditions, and rituals associated with it over time. Examples of current community celebrations and service projects are included. The three activities may be used separately or together, as suits the needs of the group or class.

Primary Sources

- John A. Logan's Memorial Day Order (1868)
- Early Memorial Day/Decoration Day Postcards (early 20th century)
- Twentieth Century Memorial Day Traditions
- Quotation from Henry Ward Beecher (1863)

Essential Questions

1. Why is Memorial Day a national holiday? What does it memorialize?
2. How does the Memorial Day we celebrate today originate in the aftermath of the Civil War?
3. What rituals and symbols have developed around Memorial Day?
4. How has the way we memorialize soldiers changed over time? How has it remained the same or similar?

Introduction to Activities

The scale of losses in the Civil War was such that every family and every neighborhood were touched by death. Those who survived felt a duty to honor the memory of the dead. After the Civil War, both sides took action to create formal rituals to honor and remember those who had lost their lives in the war, and both sides proposed annual holidays for this purpose.

The origins of Memorial Day date back to campaigns to remember soldiers who had died in the Civil War. Today, Memorial Day gives Americans a chance to remember *all* who have died while serving in the armed forces.

The original Memorial Day Order from 1868 can be found on page 19.



Cypress Hills National Cemetery, Brooklyn, NY

Memorial Day — Honoring Service and Sacrifice

ACTIVITY 1

Logan's Order and the Origins of Memorial Day

MATERIALS NEEDED

- Logan's Memorial Day Order handout, one for each participant
- Graphic Organizer: Word Definition and Document Analysis worksheets, as needed.

Note: Logan's Order is printed in full on page 18 of this lesson and is also available for download from the NCA Legacy Program website, www.cem.va.gov/legacy.

PREPARATION

Before beginning the activity, review the Activity Steps below and the Optional Activity Steps on page 9 to determine your use of the optional Word Definition and Document Analysis handouts.



Activity Background

In the spring of 1866, Confederate Ladies Memorial Associations began organizing plans to set aside an annual day near the end of April to memorialize the Confederate dead. Two years later, General John Logan's Memorial Day Order inspired a national effort for a day to honor the Union dead. It eventually resulted in the national holiday now known as Memorial Day.

At the time, Logan was head of the Grand Army of the Republic, the national organization of Union veterans. Logan's order was written in a very ornate Victorian style that draws on a vocabulary that will likely be unfamiliar and too rich for many of today's audiences. (The edited version used on the handout omits the most difficult sentences, and vocabulary words are shown in **bold**.)

Activity Steps

1. Distribute Handout 1: John A. Logan Memorial Day Order and Questions. You may wish to read the text aloud and discuss answers to the discussion questions as you read; or, you may ask for volunteers to read small passages and discuss each passage. Ask participants:
 - *What does Memorial Day memorialize?*
 - *How does this differ from the purpose of Veterans Day?* (Veterans Day honors all veterans; Memorial Day honors those who died in the service.)
 - *How is Memorial Day observed in the United States?*
 - *What traditions are associated with this holiday?*
2. Alert students that as they read portions of Logan's Order, they should look for indicators of the purpose of the holiday and for information related to how it should be observed. For example, consider these questions:
 - *How does Logan view the Civil War? What organization is he speaking for?*
 - *What duties or obligations does our society have toward those who have died for the nation?*
3. Have students complete Handout 1 (Logan's Order and Questions). See Optional Activity Steps on next page.

John A. Logan Memorial Day Order and Questions (found on page 13)

Optional Activity Steps

1. Vocabulary: Word Definitions

Words that students may not be familiar with are in **bold print** on John A. Logan Memorial Day Order and Questions (Handout 1, page 13). Depending on the method used, you may choose to define these words while reading the document or have students use the word definition graphic organizer (Handout 2, page 14) for these important words. Students may work alone or in groups to complete an organizer for a certain number of words, explain them, and post them on a classroom "Word Wall."

2. Document Analysis

Honors classes and high-achieving students may complete a Document Analysis Worksheet (Handout 3, page 15) as they read silently and then participate in a discussion. During the discussion, they may choose to share some of the answers on their Analysis Documents, such as "*What would you like to ask the author?*"

Activity Closure

Ask participants to recap the meaning of Memorial Day by explaining what it meant immediately after the Civil War and also what it means today.

If a followup activity is desired, encourage participants to write a **contemporary version** of Logan's Memorial Day Order for the twenty-first century, honoring service men and women who have fallen since 2000.

Participants may use these questions to help guide a new Memorial Day Order.

- *What is the government's responsibility to the fallen and to surviving veterans?*
- *How does it fulfill those duties today?*
- *What are American citizens' responsibilities to those who served the nation?*
- *How does this affect how we should approach Memorial Day?*
- *If Martin Luther King Day is associated with community service, what activities should we undertake to honor Memorial Day?*

The new Memorial Day Orders can be presented as a speech, poster, artwork, or short video.



Memorial Day, Arlington National Cemetery, 1928.

Memorial Day — Honoring Service and Sacrifice

ACTIVITY 2

Decoration and Memorial Day Postcards, c. 1900-1920

MATERIALS NEEDED

- Decoration and Memorial Day Postcard Graphic Organizer handout, one for each participant
- Decoration and Memorial Day Postcards, available on the NCA Legacy Program website, www.cem.va.gov/legacy.
- Decoration and Memorial Day Postcard Images handout (optional)

PREPARATION

Download postcards and trim them to size for use as a wall display or to circulate among group members, if desired. Or, create a Powerpoint presentation using the downloaded images. If access to technology is limited, make copies of Handout 5 to implement this activity.



Activity Steps

1. In small groups or as a Powerpoint slide show, ask participants to look at each postcard and write down what people, places, plants, objects, and activities are shown.
2. Ask participants to consider:
 - *What are the key words in a selected section of text printed on the postcard?*
 - *What do the postcard's images symbolize or mean?*
3. Next, lead a discussion by posing the following questions:
 - *Why were these images and symbols used for Memorial Day postcards?*
 - *Based on these postcards, what traditions were associated with Memorial Day in the early 20th century?*
 - *What would you have seen people doing on Memorial Day during this period?*
 - *How do these traditions compare with Memorial Day activities today?*

Activity Closure

Ask participants to summarize the importance of Memorial Day. Optionally, invite them to create a postcard for today's Memorial Day. Encourage them to select images, symbols, and words that reflect the meaning of the day. Final postcards can be displayed in the classroom or at local cemeteries; or, consider having participants write notes and mail the postcards to local veterans.

Confederate Memorial Day Background

In the spring of 1866, the Confederate Ladies Memorial Association of Columbus, Georgia called on sister organizations to designate an annual day to honor the Confederate dead. They chose April 26, the day Confederate General Joseph Johnston had surrendered to General William Sherman a year earlier. Over time, Southern states have observed Confederate Memorial Day on different dates, ranging from Robert E. Lee's Birthday (January 19) to Jefferson Davis's birthday (June 3), with the Carolinas settling on May 10, the date Stonewall Jackson died in 1863.

- *Why were Civil War Memorial Days generally set in the spring?*
- *Why might Confederate Memorial Days often be weeks earlier than the national Memorial Day that arose from Union Decoration Day? (Note that spring comes earlier in the South)*

Research the dates and official status of Confederate Memorial Day in the South today.

- *What differences exist among the states? How would you explain these differences?*

Memorial Day — Honoring Service and Sacrifice

ACTIVITY 3

Twentieth Century Traditions

MATERIALS NEEDED

- Memorial Day Traditions: Online Research Sources handout, one for each participant
- Internet access
- Copy of Beecher Quotation (see Activity Step 1, below)

PREPARATION

Post or project a copy of the Beecher Quotation on the wall or whiteboard

Activity Background

In the twentieth century, Americans developed new traditions to honor the veterans of the nation's wars, as older practices, such as sending Decoration Day postcards, became less common.

Memorial Day's meaning broadened beyond the Civil War dead to include *all* service men and women who had given their lives in any American war. Though widely observed since the late 1860s, Memorial Day did not become an official national holiday until 1971.

Activity Steps

1. Share the Beecher quotation and call to action:

"They [the Union dead] hover as a cloud of witnesses above this Nation ... Are they dead that yet move upon society and inspire the people with nobler motives and more heroic patriotism?"

Henry Ward Beecher, The Honored Dead (1863)

2. Pose the following questions:

- *What is Beecher saying about deceased veterans? Is this still true today?*

Ask participants to reflect on Memorial Day and ways in which they have celebrated or plan to celebrate. Encourage them to brainstorm ideas for service learning activities or ways in which they can help to memorialize veterans.

- *In what ways can service learning requirements or Scouting projects be fulfilled at veterans' cemeteries?* (Note: These ideas would need to be developed with the approval and support of local cemetery staff.)

3. Introduce or have participants investigate Memorial Day traditions (see idea-starter box at right), developing a short summary of their meaning and practice to be presented to the group or class. Assign or have each group select a topic from the seven traditions listed, and develop a presentation on the chosen topic.

Activity Closure

Have participants showcase their learning by presenting their findings to the class. Presentations may take the form of an oral or written summary, artwork, a Powerpoint presentation, or sharing an artifact or photograph — or even bringing in a veteran — to represent a particular tradition.

Memorial Day Traditions

1. Red Poppies – symbol of World War I battlegrounds & cemeteries, used by veterans' charities
2. Flag Decoration: Scouts and other volunteers decorate graves with flags for Memorial Day
3. Avenue of Flags or Avenue of Remembrance
4. National Moment of Remembrance
5. Ceremonies, programs, and wreath-laying at national or local cemeteries or memorials
6. Community Banners and other programs highlighting local veterans
7. Service Opportunities: Volunteering at national cemeteries, VA's Voluntary Service (VAVS), President's United We Serve program (includes homeless veterans program, volunteer transportation network, welcome home celebrations), local VA hospitals, oral history programs, and more

Memorial Day — Honoring Service and Sacrifice



Scout Volunteer Patch



Credit: Nicholas Trout

Memorial Day, Beaufort National Cemetery, 2015

Activity Extensions

1. Write a letter responding to General Logan, using a date a few days after his Order was issued. Attempt to use a “florid” style similar to General Logan’s Order. Writers should mention who they are (a soldier who returned, a relative of a deceased soldier, etc.) and address the following questions: *What do you think of Logan’s Order? How does one honor and remember the fallen on Memorial Day?* Letters can be posted or read to the group. Teachers could use this project as homework or extra credit.
2. Interview veterans, and create an archive of oral histories. Ask veterans to speak to the group or class. Have participants be prepared with questions for them, as the older veterans may be so humble that they might have difficulty. The storycorps website has suggested questions: <https://storycorps.org/great-questions/>. If possible, invite enough veterans so that 2-3 participants can go to a quiet place and ask them a few pre-arranged questions. There can be much interaction in these instances, and participants will never forget it. Of course, ask participants if they know of a veteran who would like to speak to the group.
3. Explore ideas from the “What Will You Do?” video <http://www.volunteer.va.gov/features/whatwillyoudo.asp>.
4. Find volunteer opportunities here: <http://www.volunteer.va.gov/>.

Resources

- *The Genesis of the Memorial Day Holiday in America*. Daniel Bellware & Richard Gardiner, Columbus, GA: Columbus State University, 2014
- History of Memorial Day, VA Office of Public Affairs webpage: <http://www.va.gov/opa/speceven/memday/history.asp>
- Memorial Day, VA Office of Public Affairs webpage: <http://www.va.gov/opa/speceven/memday/>
- *Race and Reunion: The Civil War in American Memory*. David Blight, Cambridge: Belknap, 2000
- *Remembering War the American Way*. G. Kurt Piehler, Washington: Smithsonian, 1995
- Teaching a People’s History website, The First Decoration Day, David Blight, 2011: <http://zinnedproject.org/materials/the-first-decoration-day/>

Memorial Day — Honoring Service and Sacrifice

HANDOUT 1

John A. Logan Memorial Day Order and Questions

John A. Logan's Memorial Day Order (1868) launched a national effort to set aside a day to honor the Union dead. Eventually, that day became today's Memorial Day. At the time, Logan headed the Grand Army of the Republic, the national organization of Union veterans. Logan's order is written in an elaborate, or "florid," style that was common in the Victorian period.

Instructions: As you read portions of Logan's Order, answer these the following questions:

1. What is the purpose of this holiday? _____

2. Why was Memorial Day set for late May? _____

3. How should this day be observed? _____

4. How does Logan view the Civil War? (How had Logan participated in the war?) _____

5. What duties and obligations does he argue that the nation has toward those who died for it? _____

**General Order No. 11,
Headquarters, Grand Army of the Republic,
Washington, DC, May 5, 1868**

The 30th day of May, 1868, is designated for the purpose of **strewing** with flowers or otherwise decorating the graves of **comrades** who died in defense of their country during the late rebellion, and whose bodies now lie in almost every city, village, and **hamlet** churchyard in the land. In this **observance** no form or ceremony is **prescribed**, but posts and comrades will in their own way arrange such fitting services and **testimonials** of respect as circumstances may permit.

We are organized, comrades, as our regulations tell us, for the purpose, among other things, "of preserving and strengthening those kind and **fraternal** feelings which have bound together the soldiers, sailors, and marines who united to **suppress** the late rebellion." What can aid more to assure this result than by cherishing tenderly the memory of our heroic dead, who made their breasts a **barricade** between our country and its foe? Their soldier lives were the **reveille** of freedom to a race in chains ...

Let us, then, at the time appointed, gather around their sacred remains and **garland** the passionless mounds above them with choicest flowers of springtime; let us raise above them the dear old flag they saved from dishonor; let us in this solemn presence renew our pledges to aid and assist those whom they have left among us as sacred **charges** upon the Nation's gratitude, the soldier's and sailor's widow and orphan.

It is the purpose of the Commander-in-Chief to **inaugurate** this **observance** with the hope it will be kept up from year to year, while a survivor of the war remains to honor the memory of his departed comrades. He earnestly desires the public press to call attention to this Order, and lend its friendly aid in bringing it to the notice of comrades in all parts of the country in time for **simultaneous compliance** ...

By order of John A. Logan, Commander-in-Chief

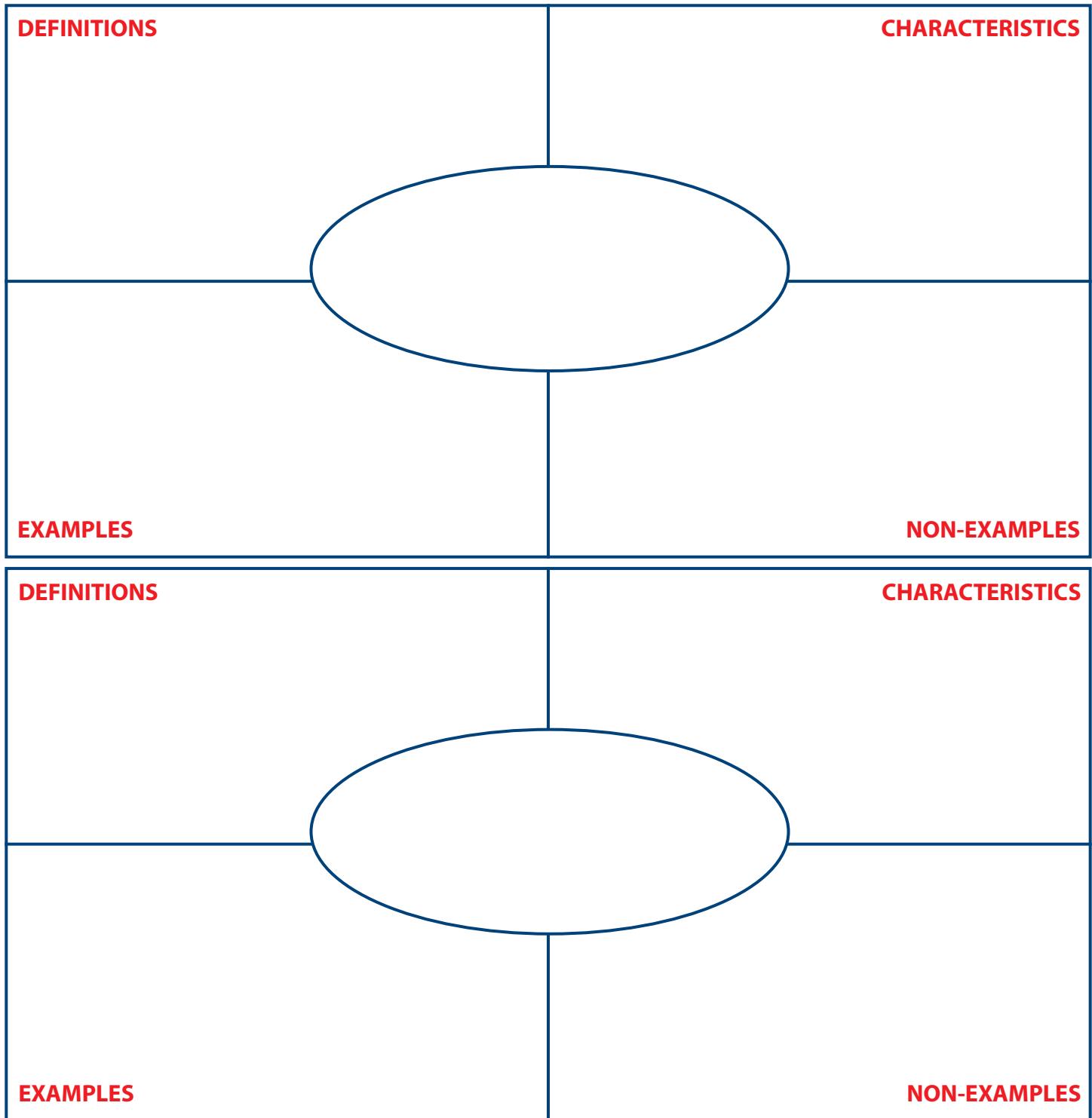
Name: _____ Date: _____

Memorial Day — Honoring Service and Sacrifice

HANDOUT 2

Graphic Organizer: Word Definitions

Instructions: Use this graphic organizer to provide a visual overview of the vocabulary word(s) you are investigating. Use it as a guide to create your own graphic organizer on blank paper for additional words as needed.



Name: _____ Date: _____

Memorial Day — Honoring Service and Sacrifice

HANDOUT 3

Document Analysis Worksheet

Instructions: Use the questions below to guide you in analyzing and understanding the document(s) you are reviewing.

1. TYPE OF DOCUMENT (Check one):

- | | |
|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Report |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Map |
| <input type="checkbox"/> Telegram | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Press release | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT

(Check one or more):

- | | |
|---|------------------------------------|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Typed | _____ |
| <input type="checkbox"/> Seals | _____ |
| <input type="checkbox"/> "RECEIVED" stamp | _____ |

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION:

(There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you understand why it was written? Quote from the document.

D. List two things the document reveals about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered in the document:

Name: _____ Date: _____

Memorial Day — Honoring Service and Sacrifice

HANDOUT 4

Graphic Organizer: Decoration and Memorial Day Postcards

Instructions: For each postcard you examine, use the questions on this graphic organizer to describe what is depicted. You may use one page to evaluate and list the features of multiple postcards or use a separate graphic organizer for each one.

Note: You may use downloaded postcards, visuals from a Powerpoint slide show, or the postcard images shown on Handout 5 to complete this activity.

1. What people are shown? What are they wearing or carrying?

2. What plants and objects are included?

3. What is the setting (or landscape) of this image?

4. What key words or text are on the postcard?

5. What objects or individuals on the postcard have a symbolic meaning for Americans?

6. What actions are taking place? How do they relate to Memorial Day?

7. What is the overall message of the postcard?

Name: _____

Date: _____

Memorial Day — Honoring Service and Sacrifice

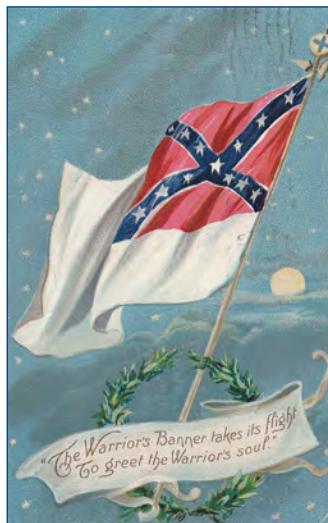
HANDOUT 5

Decoration and Memorial Day Postcard Images

Instructions: Use one or more of the postcards below to complete your Graphic Organizer: Decoration and Memorial Day Postcards handout.



A



B



C



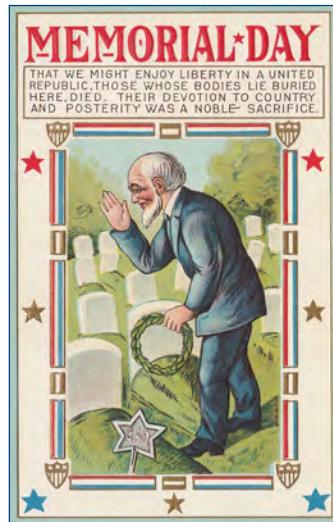
D



E



F



G



H



I



J

Memorial Day — Honoring Service and Sacrifice

HANDOUT 6

Memorial Day Traditions: Online Research Sources

In the 20th century, the United States developed traditions to honor the veterans of its more recent wars. Memorial Day's meaning broadened beyond honoring those who died in the Civil War to include those who gave their lives for the nation in *any* war. Though widely observed since the 1860s, Memorial Day did not become an **official national holiday** until 1971.

Instructions: Introduce or investigate the following Memorial Day traditions, and develop a short summary of their meaning and practice to be presented to the group or class.

| RESOURCES | SUMMARY |
|--|---------|
| 1. Red Poppies: <ul style="list-style-type: none">• http://www.va.gov/opa/vetsday/flanders.asp• http://www.va.gov/opa/publications/celebrate/flower.pdf• http://www.va.gov/opa/vetsday/vetday_faq.asp (Question on red poppies) | |
| 2. Flag Decoration: <ul style="list-style-type: none">• http://www.riverheadlocal.com/2015/05/23/thousands-of-scouts-decorate-calverton-national-cemeterys-225000-graves-to-mark-memorial-day-holiday/• http://storage.pacsky.org/event/docs/1127/memorial_dayinformation_2015.pdf | |
| 3. Avenue of Flags or Avenue of Remembrance: <ul style="list-style-type: none">• http://www.cem.va.gov/cem/grants/flags.asp | |
| 4. National Moment of Remembrance: <ul style="list-style-type: none">• http://www.va.gov/opa/speceven/memday/history.asp - bottom of page | |
| 5. Ceremonies, programs, and wreath-laying at national or local cemeteries or memorials: <ul style="list-style-type: none">• http://www.cem.va.gov/cems/2015_Memorial_Day_Ceremonies.asp• https://sites.google.com/site/avenueofflagsggnc/picture-gallery (Scan of Memorial Day Ceremony Program from Abraham Lincoln National Cemetery, May 2015.)• http://www.cem.va.gov/legacy (Scans of Memorial Day 2015 programs from Abraham Lincoln and Riverside National Cemeteries available on the NCA Legacy Program website) | |
| 6. Community Banner (and other) programs highlighting local veterans: <ul style="list-style-type: none">• Bethel Park, PA: http://www.troopbanners.com/american-legion/• Ocean City, MD: http://www.oceanscity.com/boardwalk-banners-to-honor-hometown-military-heroes/ | |
| 7. Service Opportunities: Volunteering in Honor of Veterans: <ul style="list-style-type: none">• NCA Volunteer Webpage: http://www.cem.va.gov/volunteerca.asp• VA Volunteer Webpage: http://www.volunteer.va.gov | |

Name: _____ Date: _____

John Logan's Memorial Day Order (1868)

**Headquarters Grand Army of the Republic,
Washington, DC, May 5, 1868.**

GENERAL ORDERS
No. 11

I. The 30th day of May, 1868 is designated for the purpose of strewing with flowers or otherwise decorating the graves of comrades who died in defense of their country during the late rebellion, and whose bodies now lie in almost every city, village, and hamlet churchyard in the land. In this observance no form or ceremony is prescribed, but posts and comrades will in their own way arrange such fitting services and testimonials of respect as circumstances may permit.

We are organized, comrades, as our regulations tell us, for the purpose, among other things, "of preserving and strengthening those kind and fraternal feelings which have bound together the soldiers, sailors and marines who united to suppress the late rebellion." What can aid more to assure this result than by cherishing tenderly the memory of our heroic dead who made their breasts a barricade between our country and its foes? Their soldier lives were the reveille of freedom to a race in chains and their deaths the tattoo of rebellious tyranny in arms. We should guard their graves with sacred vigilance. All that the consecrated wealth and taste of the nation can add to their adornment and security is but a fitting tribute to the memory of her slain defenders. Let no wanton foot tread rudely on such hallowed grounds. Let pleasant paths invite the coming and going of reverent visitors and fond mourners. Let no vandalism of avarice or neglect, no ravages of time, testify to the present or to the coming generations that we have forgotten, as a people, the cost of a free and undivided republic.

If other eyes grow dull and other hands slack, and other hearts cold in the solemn trust, ours shall keep it well as long as the light and warmth of life remains in us.

Let us, then, at the time appointed, gather around their sacred remains and garland the passionless mounds above them with choicest flowers of springtime; let us raise above them the dear old flag they saved from dishonor; let us in this solemn presence renew our pledges to aid and assist those whom they have left among us as sacred charges upon the nation's gratitude—the soldier's and sailor's widow and orphan.

II. It is the purpose of the commander in chief to inaugurate this observance with the hope that it will be kept up from year to year, while a survivor of the war remains to honor the memory of his departed comrades. He earnestly desires the public press to call attention to this order, and lend its friendly aid in bringing it to the notice of comrades in all parts of the country in time for simultaneous compliance therewith.

III. Department commanders will use every effort to make this order effective.

By Command of -
John A. Logan,
Commander in Chief