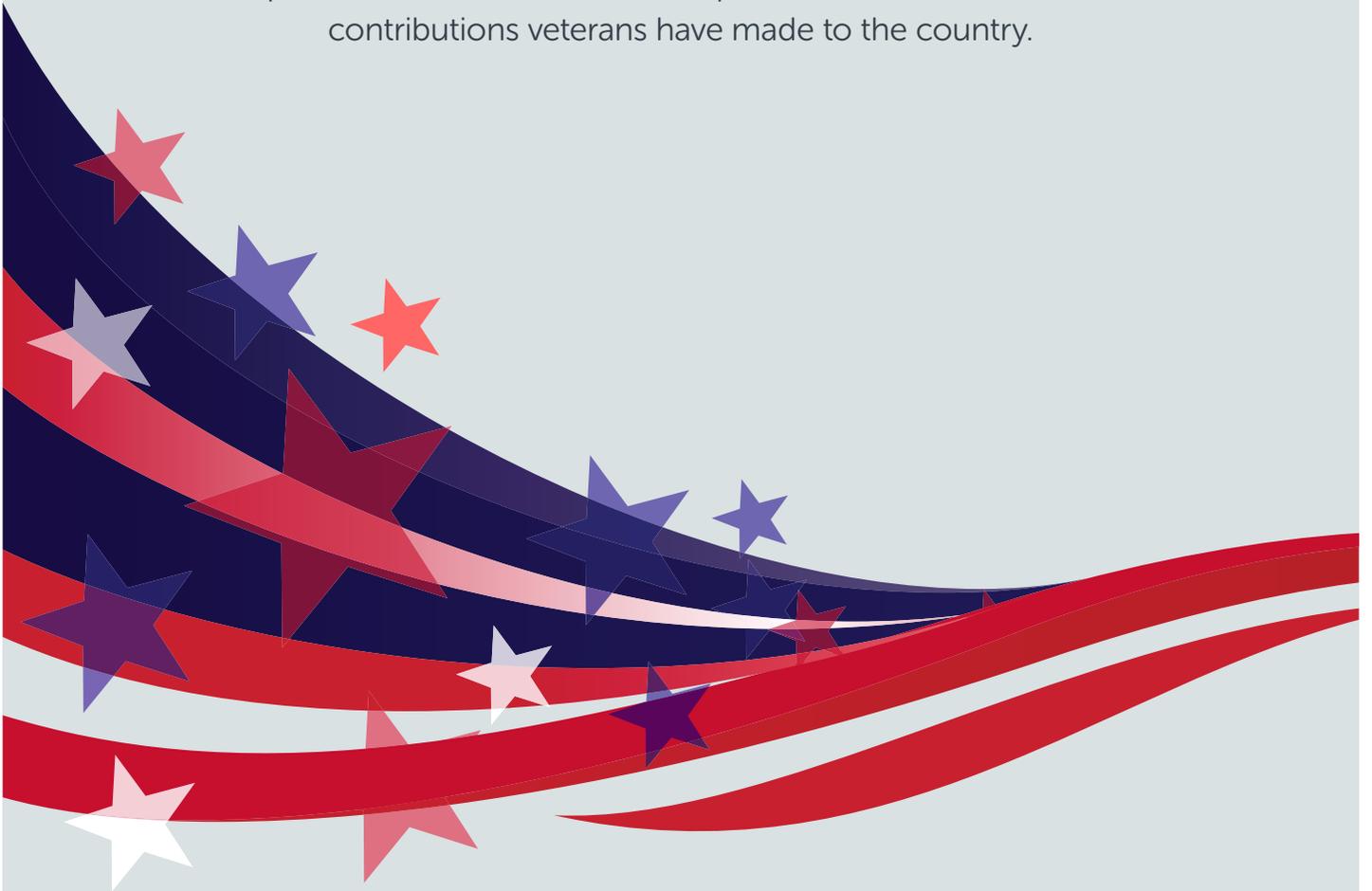


GRADES K-6

Veterans Day

Use TeacherVision's cross-curricular Veterans Day lessons, printables, and resources to help students understand the contributions veterans have made to the country.



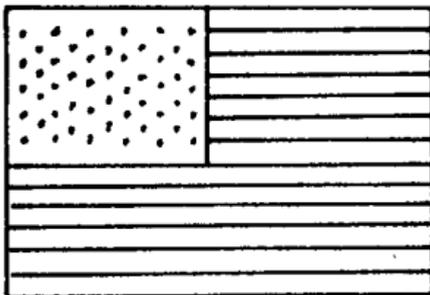
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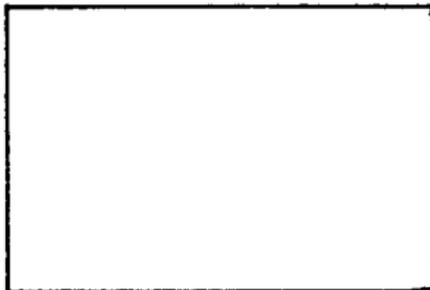
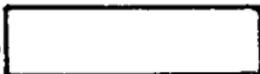
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WHAT IS A FLAG?

50 STARS



13 STRIPES

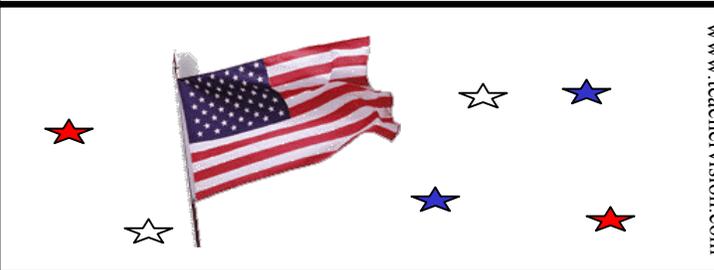


STATE FLAG

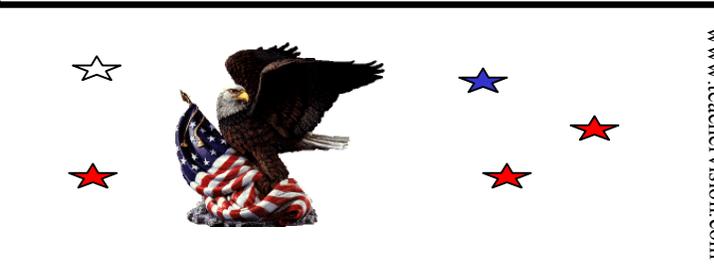
After cutting out the Pencil Topper, fold along the www.teachervision.com. Then, tape or glue it to a pencil or pen.



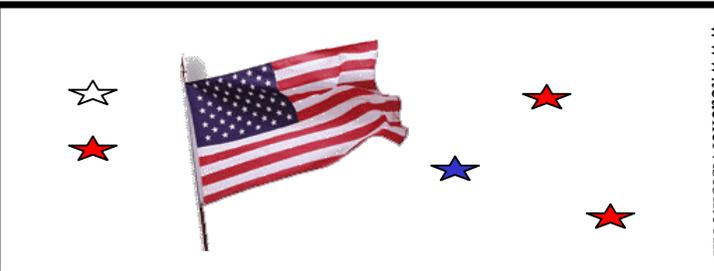
American the Beautiful



We Love America



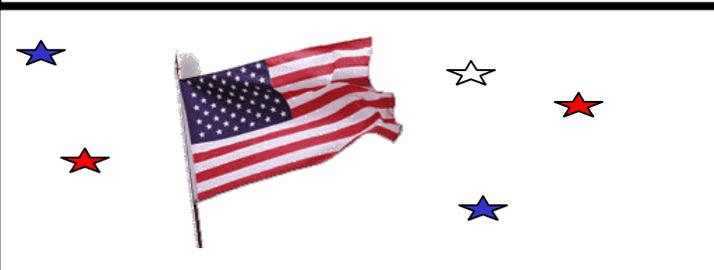
Proud to Live in America



Proud to Be an American



American the Beautiful



We Love America

1.8 Patriotic Songs

Do you mumble when the band strikes up “The Star-Spangled Banner”? Do you fake your way through the second verse of “America”? Test yourself. Some of the words are missing from the lyrics given below. For each blank, write the missing word near the line where it should appear, then draw a line to the space where the word should go. The first word is done for you.

THE STAR-SPANGLED BANNER

Oh, say can you see by the dawn's _____ light, early
 What so proudly we hailed at the _____ last gleaming?
 Whose broad stripes and bright stars through the perilous fight,
 O'er the _____ we watched were so gallantly streaming?
 And the rocket's red glare, the _____ bursting in air,
 Gave proof through the night that our flag was still there.
 Oh, say does that star-spangled banner yet wave
 O'er the land of the free and the _____ of the brave?

AMERICA

My country, 'tis of thee,
 _____ land of liberty, of thee I sing.
 Land where my fathers _____!
 Land of the Pilgrims' _____!
 From ev'ry _____, Let freedom ring.
 Our fathers' God, to Thee,
 _____ of liberty,
 To Thee we sing.
 Long may our _____ be bright
 With freedom's _____ light;
 Protect us by Thy might,
 _____ God, our King!

AMERICA, THE BEAUTIFUL

O beautiful for spacious skies, For _____ waves of _____,
 For purple mountain _____ above the _____ plain:
 America! America! God shed His grace on thee,
 And _____ thy good with brotherhood
 From sea to shining sea.
 O beautiful for _____ dream that sees beyond the years,
 Thine _____ cities gleam, Undimmed by human _____.
 America! America! God shed His grace on thee,
 And crown thy good with brotherhood
 From sea to shining sea.



Name: _____

Date: _____

Armed Forces Survey

Directions:

- Ask your family members if they have ever served in the Armed Forces (Army, Air Force, Navy, Marines, etc.). If they have not, ask if they can direct you to someone who has.
- Once you have found someone, ask him or her the questions below.
- Make sure you understand the answers. Ask for clarification if you do not understand.

Questions to Ask:

1. In which branch of the Armed Forces did you serve?

2. How many years did you serve?

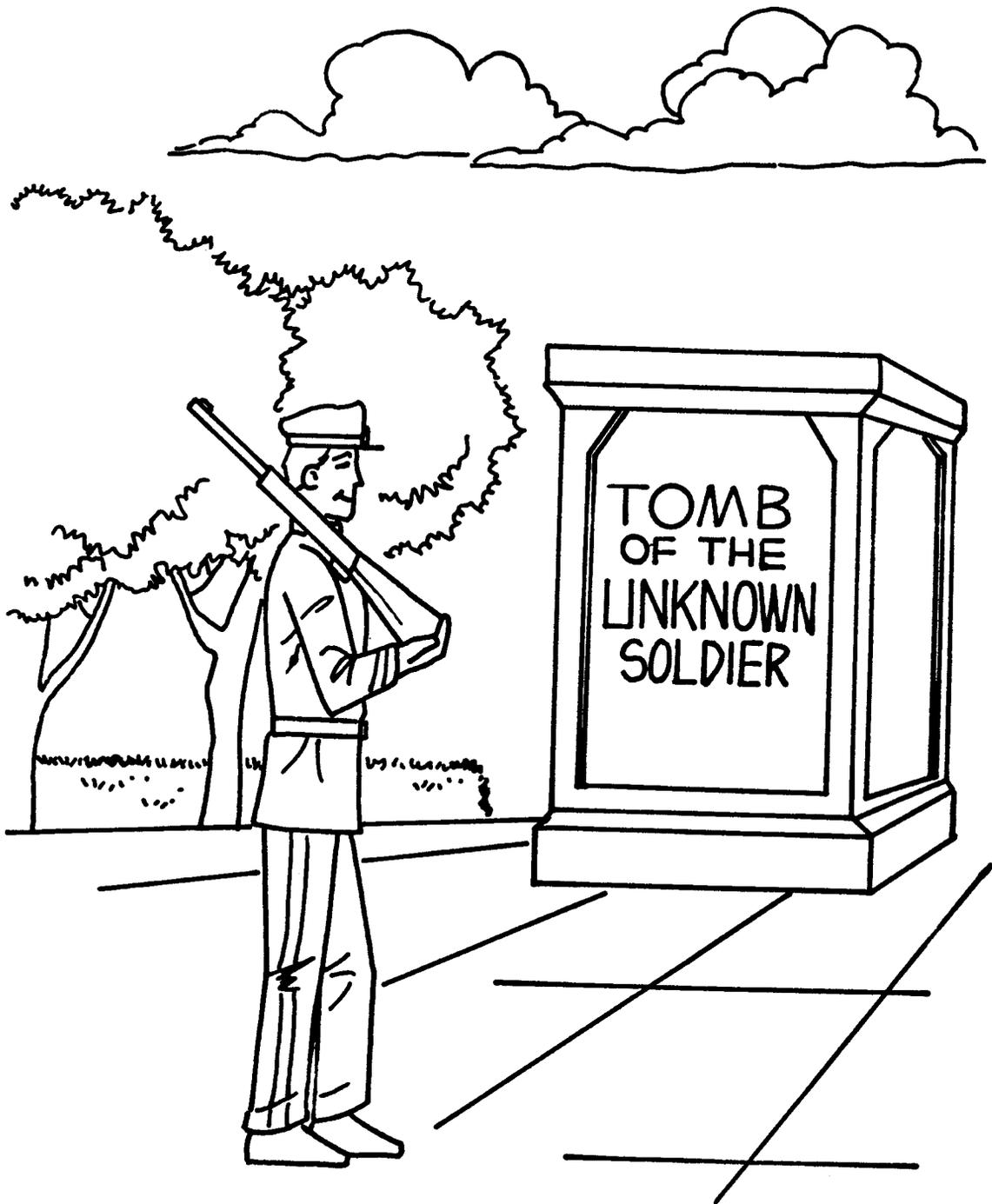
3. What did you like about being in the Armed Forces?

4. What didn't you like about being in the Armed Forces?

5. How did it make you feel to protect the United States?

6. Did you go to war? Is yes, which one?

VETERANS DAY



© 1990 by Elizabeth Claire

November 11 is Veterans Day. A veteran is a soldier or other person who served in the United States Armed Services.

Many people served and fought in wars for the United States. We remember these soldiers and other veterans on Veterans Day.

2.7 The Selective Service System

The Selective Service System is an independent agency within the Executive Branch of the Federal Government. The Director of Selective Service is appointed by the President and confirmed by the Senate.

The Federal law under which the agency operates is the Military Selective Service Act. Under this law, the mission of the Selective Service System is to provide the numbers of men needed by the Armed Forces, within the time required, should Congress and the President decide to return to a draft, in the event of a national emergency.

Registration is the process of providing the Selective Service with personal information, such as name, address, date of birth, Social Security number, and other related information about one's self. Even though no one is currently being drafted, men are required to register with Selective Service as soon as they reach age 18.

Registration provides the U.S. with a means to develop and maintain an accurate list of names and addresses of men who might be called upon if a return to the draft is authorized.

Failure to register or otherwise comply with the Military Selective Service Act is, upon conviction, punishable by a fine of up to \$250,000, imprisonment for up to five years, or both.

Answer the following questions.

1. Do you believe men should be forced to register with the Selective Service at age 18? Why?

2. Should women be forced to register at age 18? Why?

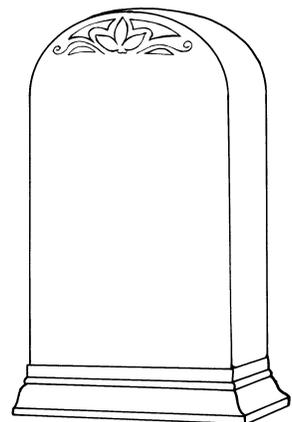
3. Thousands of young men refused to register with the Selective Service during the Vietnam War. Some fled to Canada; some went to jail. Others registered and were drafted. More than 50,000 died in Vietnam. What might you have done?



CIVIL WAR EPITAPHS

Here are sayings, or epitaphs, that might have appeared on the tombstones of people who died during the Civil War. Read the epitaph and fill in the name of the person it describes. Research to find the year each person died, and add it to the epitaph.

1. Here lies _____, commander of the great Confederate Army. (1807 – _____)
2. Here lies _____, author of the antislavery novel *Uncle Tom's Cabin*. (1811 – _____)
3. Here lies _____, the Great Emancipator and 16th president of the United States. (1809 – _____)
4. Here lies _____, the Reconstruction president. (1808 – _____)
5. Here lies _____, actor and assassin. (1838 – _____)
6. Here lies _____, president of the Confederate States of America. (1808 – _____)
7. Here lies _____, the mighty general who led the Union to victory at Antietam. (1826 – _____)
8. Here lies _____, "Lady with the Lamp" and battleground angel. (1820 – _____)
9. Here lies _____, the first president of the American Red Cross. (1821 – _____)
10. Here lies _____, commander of the victorious Union army. (1822 – _____)



Answer Key

Civil War Epitaphs

1. Robert E. Lee 1870
2. Harriet Beecher Stowe 1896
3. Abraham Lincoln 1865
4. Andrew Johnson 1875
5. John Wilkes Booth 1865
6. Jefferson Davis 1889
7. General George B. McClellan 1885
8. Florence Nightingale 1910
9. Clara Barton 1912
10. Ulysses S. Grant 1885

Name: _____

Date: _____

Charles Kingsford Smith

Instructions: Read the passage about Charles Kingsford Smith, then answer the questions below.

Charles Kingsford Smith, born in 1897, was one of Australia's most famous aviators. At age 18, he joined the Australia Imperial Force. During World War I, he was awarded the military cross for distinguished service in the Royal Flying Corps. Following the war, he became a pioneer in civil aviation. He took part in many record-breaking flights. In honour of his contributions to aviation, he was knighted and awarded the Air Force Cross. Unfortunately, his life and career were cut short when he disappeared off the coast of Burma during a flight in 1935.

Reading Comprehension

1. Which word best describes Charles Kingsford Smith?
 - a. lazy
 - b. dull
 - c. brave
 - d. fearful
2. Which word best describes Smith's military career?
 - a. unknown
 - b. distinguished
 - c. unsuccessful
 - d. ordinary
3. Which word best describes Smith's career in aviation?
 - a. extraordinary
 - b. average
 - c. modest
 - d. insignificant
4. Which word best describes Smith's flights?
 - a. long
 - b. routine
 - c. dangerous
 - d. both a and c

Name: _____

Date: _____

Charles Kingsford Smith – Answer Key

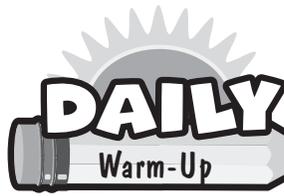
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Name _____ Date _____

COMMANDING OFFICER

Have you ever wondered why some people are so strong? Have you thought about how they do so much with their lives? When things are hard, they keep going.

Captain Chris Nunn is one of these people. When he was little, he was put up for adoption. A family in Texas adopted him. They taught him to work hard and never give up.

When he grew up, he wanted to be in the Army's Ranger School. This is a very challenging school. He had to do a lot of physical exercise, including hiking for long periods of time in the mountains. One day when he was in the mountains, a rattlesnake bit him. He was in a lot of pain, but he would not quit. Two days later he came limping out of the mountains. He passed the Ranger class.

Chris will tell you he always wants to do his best. He works as hard as he can. Sometimes people call him "Hurricane" because he gets angry if he thinks other people are not doing their best.

He became a commanding officer at age 29, and is currently in Afghanistan. He is in charge of many men and many thousands of dollars in army equipment. Captain Chris Nunn will keep doing his best. He will make a difference in the world.

STORY QUESTIONS

1. What word or words best describe Chris Nunn?
 - a. old and tired
 - b. quitter
 - c. never gives up
 - d. young and mean
2. If Chris gave you advice, he would probably say . . .
 - a. "It's not the end of the world."
 - b. "Today is just another day."
 - c. "Don't worry. Be happy!"
 - d. "Never stop trying!"
3. How old was Chris when he became a commanding officer?

| | |
|-------|-------|
| a. 30 | c. 54 |
| b. 38 | d. 29 |
4. Another title for the passage could be . . .

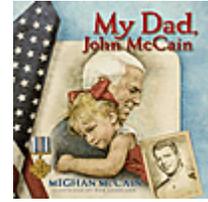
| | |
|-------------------------|-------------------------------|
| a. "Riding in the Rain" | c. "How to Heal a Snake Bite" |
| b. "Never Give Up!" | d. "I Am the Captain" |



Commanding Officer

1. c
2. d
3. d
4. b

A Reading Guide for *My Dad, John McCain*



By Meghan McCain

Illustrated by Dan Andreasen

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- [Discussion Questions](#)
- [Activities](#)
- [Websites of Interest](#)

Discussion Questions

Name some characteristics that you think help make a good president.

What things did John McCain learn during his career in the US Navy as a navy pilot? What were some of the experiences he had?

What do you know about Prisoners of War (POWs) from his experience?

What did McCain do as a POW to show his greatness?

What did McCain want to do when he left the navy?

Discuss the work of the U.S. House of Representatives and the U.S. Senate. For which state was McCain a congressman?

How did John McCain decide to run for president? In which previous election did he first run for president? For which party? Who was chosen as candidate for that election?

As a senator, what has been important to John McCain?

How did McCain become a candidate for election this time? When was he officially nominated to run as the 2008 Republican presidential candidate?

When is the national election for president?

This realistic and personal story is told by Meghan McCain, a daughter of John and Cindy McCain. If you wrote a book about your mom or dad, what would it say?

What do you think it would be like to be president? Would you like to be? Why?

Activities

Many presidents have come to office as a result of their military background. Name the presidents who served in these wars: Revolutionary War; War of 1812; Mexican American War; Civil War; Spanish American War; WW II.

What medals did John McCain earn while serving his country in the navy? List all of them and explain what he had to do to earn each of them.

Make a list of characteristics that would make a good president.

Using a map of the United States, follow the 2008 election. Project which states you think will go to John McCain, and color them red. Using this map the night of the election, see how well you predicted.

The Vietnam War played a large part in John McCain's life. Learn more about how he views the country now, and what he has done since to help improve relations with Vietnam.

Websites of Interest

<http://www.weeklyreader.com/election/index.asp>

Follow the election, see how the election works, and follows McCain's

campaign. Also provides definitions of election words and offers election games.

<http://www.senate.gov/>

This is the official U.S. Senate site. You can look up individual senators here. Try finding John McCain, Senator from Arizona.

<http://www.house.gov/>

This is the official U.S. House of Representatives site.

<http://clerkkids.house.gov/index.html>

Kids at the House of Representatives. Lots of fun activities to help you better understand the House of Representatives and how it works. A great virtual field trip to the congress.

<http://www.mccainblogette.com/>

Musings and pop culture on the political trail.

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SimonSaysTEACH.com

Veterans Day/Remembrance Day

November 11

Veterans Day in the United States and Remembrance Day in Canada and England were originally called Armistice Day. Armistice Day was the day on which the armistice agreement between the Allies and the Central Powers was signed, ending World War I at 11 o'clock on November 11, 1918. This was the eleventh hour of the eleventh day of the eleventh month. At the time, many people thought there would never be another war.

After World War II, England and Canada changed the name of Armistice Day to Remembrance Day. The United States changed the name to Veterans Day to honor those who have served in the armed forces during all of its wars. Veterans Day is different from and much more inclusive than Memorial Day (May 30th) which honors those who died in the service of their country.

On Veterans Day there are parades and speeches. People visit war memorials and place wreaths there.

Making It Work

Review the meaning of the word “veteran” and the names of the various armed services with the students. Have them ask at home if anyone in their family is a veteran.

What benefits does the United States provide for veterans? If students were able to find a veteran at home, have them ask about benefits they may have received.

Contact a recruiting office of one or more of the armed services and ask them to send a speaker to your classroom to talk to the students about the modern armed services and the importance of a good education for those who might want to enlist when they are older. Also, ask the speaker to explain veterans’ benefits to the class.

People in the U.S. speak of fighting in wars as defending the American flag. Discuss the design of the American flag. Why are there thirteen stripes? Why are the stripes on the top and bottom of the flag red and not white? What do the stars represent? Why was each color chosen? What does it mean when the flag is flown upside down?

The artists who draw the pictures for postage stamps work on a much larger scale, of course, than the size of a stamp. On a poster board, design a postage stamp in honor of Veterans Day.



Veterans Day Research Worksheet

Origins of Veterans Day

In 1921, an unknown World War I American soldier was buried in Arlington National Cemetery. Similar ceremonies occurred earlier in England and France, where an unknown soldier was buried in each nation's highest place of honor (in England, Westminster Abbey; in France, the Arc de Triomphe).

11/11/11

These memorial services all took place on the anniversary of the end of World War I at 11:00 a.m., November 11, 1918 (the 11th hour of the 11th day of the 11th month), which became known as Armistice Day.

Armistice Day Becomes Veterans Day

Armistice Day officially became a holiday in the United States in 1926, and a national holiday 12 years later. On June 1, 1954, the name was changed to Veterans Day to honor all U.S. veterans.

In 1968, new legislation changed the national commemoration of Veterans Day to the fourth Monday in October. It soon became apparent, however, that November 11 was a date of historic significance to many Americans. Therefore, in 1978 Congress returned the observance to its traditional date.

Discussion Questions

Answer the following questions based on what you have learned about Veterans' Day.

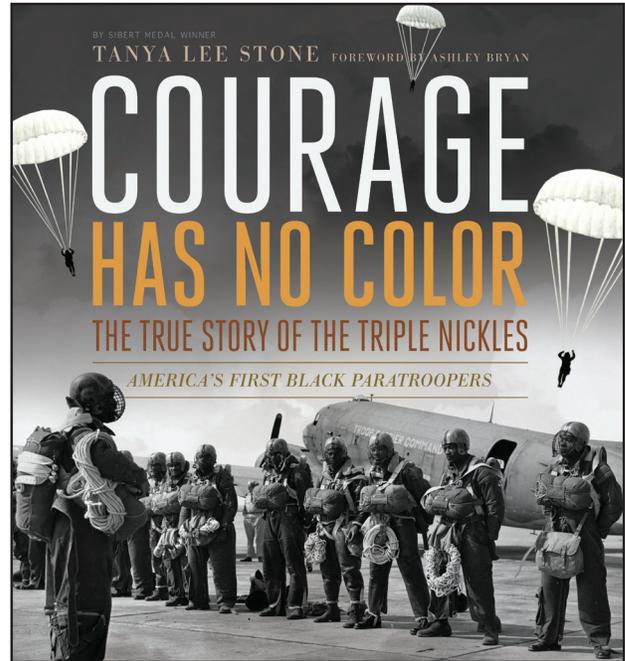
- What was the basic issue that led to war?
- What were the events leading up to the conflict?
- What turned a disagreement into a war or armed conflict? When was war declared?
- How long did the war last and during which years did fighting take place? Specific dates are required for this question.
- How did the conflict come to an end?
- Did the conflict result in a lasting peace?
- How many veterans were alive after the conflict?
- How many soldiers died in the conflict?
- Is there a memorial to the soldiers of the conflict you researched? If so, where is it and what does it look like?

COURAGE HAS NO COLOR

THE TRUE STORY OF THE TRIPLE NICKLES

America's First Black Paratroopers

BY TANYA LEE STONE



HC: 978-0-7636-5117-6 • PB: 978-0-7636-6548-7
E-book: 978-0-7636-6405-3 • Also available in audio

Introduction

Today, the United States armed forces are made up of brave and dedicated people of every race, creed, and culture. This was unfortunately not always the case. In *Courage Has No Color*, author Tanya Lee Stone takes readers back to the days of World War II and examines the experience of people of color in the armed forces and their determined efforts to receive fair and equal treatment, respect, and opportunities. Stone focuses specifically on the soldiers of the 555th Parachute Infantry Battalion, known as the Triple Nickles, the nation's first black paratroopers, and tells the story of their courage and contributions to America.

The Common Core State Standards call for a special emphasis on informational text, and this guide provides discussion questions, writing prompts, and research activities that will help your students explore this text more thoroughly as they work toward these standards.



Photograph courtesy of U.S. Army Air Forces

Before Reading

Ask students to think about the qualities that make an excellent soldier. Write the list on the board. Ask if they see anything on the list that restricts the qualities according to race or gender. Note that, sadly, many Americans may have answered that question differently at the time of World War II, when, despite the distinguished service of African Americans in World War I, black soldiers were not allowed to serve in fighting units. Read aloud the first paragraph on page 9 under the heading “The Right to Fight.” Ask students to imagine themselves in the dangerous days of World War II, wanting to fight and defend their country while facing such ideas. Ask what they would have done.



Discussion Questions

1. Colonel Howard Donovan Queen, commanding officer of the all-black 366th Regiment of the 92nd Infantry Division in World War II, is quoted as saying, “World War I [had been] one big racial problem for the Negro soldier. World War II was a racial nightmare. . . . The Negro soldier’s first taste of warfare in World War II was on Army posts right here in his own country. This in its turn caused considerable confusion in the minds of the draftees as to who the enemy really was” (page 10). What does Colonel Queen mean by that statement? What led him to believe that?
2. An amendment to the Selective Training and Service Bill stated that, “there should be no discrimination in either the selection or training of men” (page 11). Yet in 1940, President Roosevelt issued a press release saying that desegregating the armed forces “would produce situations destructive to morale and detrimental to the preparation for national defense” (page 11). Why did Roosevelt, who worked for racial equality, make such a statement? Was the amendment to the Selective Service Bill followed by the armed forces? How were black troops utilized at the beginning of World War II?
3. Bradley Biggs, one of the officers of the 555th, recounts advice given to him by Colonel Benjamin O. Davis Sr., the highest-ranking black officer in the army: “Curb your tongue [and] quiet your temper. . . . Your anger will ruin your hopes for a military career. More opportunities will come to our soldiers but we must be ready for them” (page 44). Why did Davis give this advice even when Biggs’s treatment had been so unfair? Do you think that advice is relevant today?
4. After training so intensely for combat, the Triple Nickles were sent west to be smokejumpers. Do you think their mission was important? Explain.
5. Tanya Lee Stone points out that many photographs showing black units were left out of the record. On page 63, former corporal Charles Sprowl of the 490th Port Battalion asks, “Where were we in *The Longest Day* or *Saving Private Ryan*? Where were we in the history books?” Today, efforts are being made to recognize and honor black veterans of World War II. Is this important? Why or why not? What should be done?

Writing Prompts and Research Activities with Common Core Connections

1. **CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

The men of the 555th and other black units risked their lives to serve their country in spite of pervasive racial discrimination. Why were these men willing to sacrifice so much? Cite text as evidence.



Photograph courtesy of U.S. Army Air Forces

2. **CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.**

Walter Morris, an officer of the 555th, says, “It is up to me and many, many people of all races and cultures to fight the haters and racists to make this a better place to live” (page 93). Do you think the efforts of Morris and the other brave men of color who fought in World War II made a difference? Write a three-paragraph essay explaining your position.

3. CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; 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 format for citation.

Examine the examples of stereotypes in early movies and advertising on pages 14 and 15 of the book. In the evening, watch ten to fifteen minutes of advertising on television and use the Internet to find advertising images for products or current movies. Compare the contemporary advertising to that shown in the book. Does the advertising in both time periods reflect actual social conditions? Why or why not? Support your conclusions with examples and cite the sources.

4. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Summarize the information and events that led to the Triple Nickles' becoming smokejumpers.

5. CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Do you think author Tanya Lee Stone has a specific point of view on the role of the 555th in our history? Cite specific evidence. Do you agree with her position or disagree? Explain.

6. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; 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 format for citation.

Both the Tuskegee Airmen (pages 27–29) and the 442nd Regimental Combat Team (page 70) were highly decorated units made up of minority servicemen. Choose one of these units and find more information about it. Did its members experience the same obstacles to service as the men of the 555th? Write a summary of what you learn, citing your sources.



Photograph: National Archives (342-FH-3B-42508-29999ac)

7. CCSS.ELA-Literacy.W.7.9a Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

Ask your school or public librarian to help you find a fictional book about a minority soldier in World War II. Compare and contrast the account in the fictional book to that presented in *Courage Has No Color*. Do the accounts present similar, different, or conflicting information? Cite examples. If the accounts differ, which do you believe is more accurate and why?

8. CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Imagine it is 1944 and you are a young black man facing the draft. One of your friends asks, “Why should I die for a country that doesn’t even trust me to train with real bullets and treats me like a second-class citizen?” Another says, “It’s our duty to fight for our country too.” Describe the situation. Write about how you would feel and what you would want to do. What would you tell your friends?



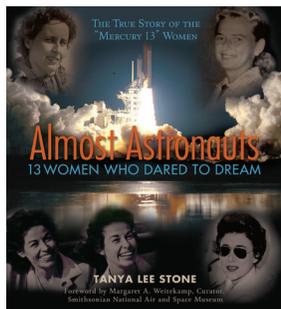
About Tanya Lee Stone



Photograph by Ambient Photography

The author of more than ninety books for young readers, Tanya Lee Stone graduated from Oberlin College, worked as an editor of nonfiction books, and earned a master’s degree in science education. She moved to Vermont, wrote her first book, and has been writing ever since. Tanya Lee Stone has received many awards, including a *Boston Globe–Horn Book* Honor, a Robert F. Sibert Medal, an Orbis Pictus Honor, a Jane Addams Honor, and Flora Stieglitz Straus Award; she was also named a YALSA Nonfiction Finalist. She loves Crazy Core Skittles, chocolate-covered pretzels, the sounds of an orchestra warming up, and winter.

Also by Tanya Lee Stone:



HC: 978-0-7636-3611-1
PB: 978-0-7636-4502-1
E-book: 978-0-7636-5609-6

Almost Astronauts: 13 Women Who Dared to Dream

The story of thirteen women who proved that they were not only as tough as any man but also brave enough to challenge the government for the right to be part of the space program. In doing so they defied the prejudices of the time and blazed a trail for generations of women to follow.

- ★ “Meticulously researched and thrillingly told.” — *The Horn Book* (starred review)
- ★ “Fascinating. . . . Will leave readers inspired.” — *Kirkus Reviews* (starred review)
- ★ “Passionately written.” — *School Library Journal* (starred review)

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This teachers’ guide was written by Lynn Rutan, retired middle school librarian and blogger for *Bookends*.

War Heroes

Several individual heroes emerged from the fighting on the various fronts during World War II. Read about these famous figures and their accomplishments.

General Dwight David Eisenhower Known as “Ike,” he was a 1915 graduate of West Point Military Academy. In 1942 Eisenhower was appointed to lead the Allied invasion of North Africa. After his victories in Africa and Italy, Eisenhower became the supreme commander of the Allied Expeditionary Forces, planning and executing the D-Day invasion at Normandy in 1944 and the subsequent Battle of the Bulge. A popular hero, Eisenhower served as U.S. President from 1953 to 1961.

Ernie Pyle Known as the voice of the G.I., Ernie Pyle was the infantryman’s favorite reporter. As the war raged through Europe, Africa, and the Pacific, he would spend weeks on the front lines before returning to the rear, where he would write several columns. In 1943, he received the Pulitzer Prize for his reporting. Pyle was killed by a Japanese sniper on April 18, 1945.

General Douglas MacArthur A 1917 graduate of West Point, MacArthur had one of the highest academic records in the school’s history and was a highly decorated soldier in WW I. In 1942, when the Japanese forced him out of the Philippines, he vowed “I shall return.” MacArthur directed the Allied occupation of Japan from 1945 to 1951.

Chips Part husky and part German shepherd, the dog named Chips captured four Italian gunmen in Sicily and was credited for single-handedly eliminating a machine gun nest. Awarded the Army’s Distinguished Service Cross for his efforts, it was withdrawn when the War Department ruled dogs ineligible for medals.

General George Patton A 1909 graduate of West Point, he was a controversial figure. He was major general in charge of the Third Army. Patton led the Allied drive through France into Germany.

General Omar Bradley A 1915 graduate of West Point, Bradley was the general in command of the American Forces in Europe. He planned the overall battle strategy during the drive into Germany. A popular officer, he eventually earned the rank of five-star general.

Lieutenant Colonel James H. Doolittle After the bombing of Pearl Harbor, Doolittle was assigned to mount a surprise attack against Japan. He organized B-25 land-based bombers to lift off the deck of a U.S. aircraft carrier. His bomber led the mission which stunned the Japanese. On the return flight every crew but one bailed out or crash-landed in China or the Soviet Union.

Admiral Chester Nimitz An outstanding student at Annapolis, he was one of the navy’s best strategists. As commander in chief of the U.S. Pacific Fleet, Admiral Nimitz led the U.S. naval forces to victory in the battle of Coral Sea. He also masterminded the strategy for the battle at Midway.



Life on the Home Front

During World War II women faced new challenges. As more and more men were drafted, women were pressed into working outside the home. Some volunteered for duty in the armed services. Even those who stayed at home were asked to make sacrifices for their country.

While women on the home front did not face the imminent dangers of war, they were faced with a number of obstacles. For one thing they had few household appliances. Clothes had to be washed by hand or with a hand-cranked machine. Meals were prepared from scratch as there were few convenience foods. Food preparation became even more difficult as popular foods were rationed. Women were encouraged to attend special classes that taught them how to use little-known foods (such as eggplant) in different dishes. Families were encouraged to grow “victory gardens”; more than 75% of American housewives preserved and canned the resulting produce.



As more and more men were drafted, women had to take on even more responsibilities. Twenty-five percent joined volunteer organizations. Some worked as aircraft spotters looking for enemy planes, while others learned to drive ambulances. Three million women joined the Red Cross where they organized blood banks, rolled bandages, and packed kits for soldiers. United Service Organizations (USOs) were established in 1941 on various U.S. military bases to support soldiers. Women served as hostesses and dance partners. Women, especially celebrities, helped sell war bonds.

As manufacturers faced a shortage of male workers, they, too, began recruiting women. Because Americans believed that a woman’s place was at home, companies had to convince women that they were needed and capable of building ships, planes, and tanks. Patriotic ads appeared in magazines with Rosie the Riveter as the symbol of working women. In time, women worked alongside men and in many cases took over welding, riveting, and machinists’ positions. These experiences helped women become more self-confident and provided the potential for futures very different from the ones they had faced only two or three years earlier.

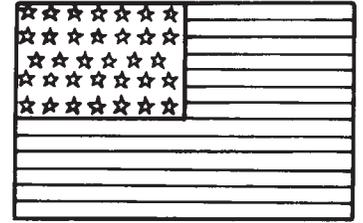
Suggested Activities

African Americans Black American women wanted to serve their country, too, but it took a presidential order to fight discrimination. What was Executive Order 8802, and how did it come about?

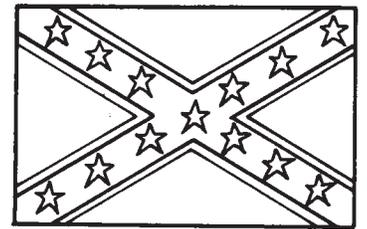
Problems Women in the work force faced a number of problems: negative attitudes of male coworkers, lack of acceptance by unions, proper clothing for work. Assign students to research each of these problems. Discuss how each was resolved.

Native Americans in the Civil War

From the first battle which took place among European Americans in North America, through to the French and Indian War, the American Revolution, and the Civil War, Native Americans were on the battlefield fighting with and against the white man. Unfortunately for them, the ones who fought on the losing side were often punished by the whites on the winning side.



In no war was this more true than the Civil War in which large numbers of natives fought on the sides of both North and South. The Indians were actively recruited by both sides of this bloody war, and it is now estimated that about 20,000 actually served, most for the South. Five hundred were reported to be at Harper's Ferry stationed with the Confederates, and newspapers had a field day reporting that "bloodthirsty Indians" were there armed with tomahawks, scalping knives, and rifles. These false reports led to a federal investigation.



The Union army was at first reluctant to allow natives in their midst. When the first native, a Chippewa chief from Minnesota, tried to enlist in the Union army, he was refused because Secretary of War Simon Cameron said that "the nature of our present national troubles forbids the use of savages..." The issue of whether or not to allow natives in the army led to editorials such as the one in the *Detroit Daily Tribune* entitled "Shall the Indians Be Armed?" This pointed up the fears many Americans had that allowing Indians to serve would be setting a dangerous precedent. Of course, at that time African Americans were not allowed to enlist in the military either. The Civil War was intended to be a white man's war until both sides realized it was going to be harder to win than they had anticipated.

While the Union was still trying to decide whether the Indians had a place in the war, the Confederacy established a Bureau of Indian Affairs. Leaders of the Confederacy wanted to gain control of an area, now known as the state of Oklahoma. This land had been set aside as Indian Territory and had been settled by the five groups of Indians called the Five Civilized Tribes. These tribes—the Cherokee, Chickasaw, Choctaw, Creek, and Seminole—had long adopted the white man's forms of government, religion, and commerce, and in the South had lived alongside their white neighbors. Some of them were even slave holders. Many had intermarried with whites for decades, and some had become wealthy.

The people of the Five Civilized Tribes had in 1838 been robbed by the government of their lands in the Carolinas, Tennessee, Alabama, and Georgia and been forced to march their Trail of Tears over one thousand miles to Indian Territory. When the Civil War broke out, about 74,000 Indians lived in Indian Territory, most of them from the southern tribes. Most of the Chickasaws were slaveholders, and most of the mixed-blood natives were as well. They distrusted the federal government more than they did the Confederacy. The federal government had not kept its promises to them to protect them from raiding by Plains tribes, and when federal forts were abandoned by the Union army in 1861, the forts were left for the Confederacy to protect.

The Confederate government in 1861 sent Albert Pike to Indian Territory to negotiate an alliance with the tribes. He went bearing gifts of money and promises of free trade, fishing rights, and the right to sue and be represented in court. The Indians of the territory had never been given these by the federal government, so it was easy for Pike to convince most of them to ally themselves with the South.

Native Americans in the Civil War *(cont.)*

About 10,000 Native Americans served in 25 separate units of the Confederate army, all of them from the Five Civilized Tribes except for a group of Osage. Most were mounted units riding their own horses, but they were poorly equipped by the Confederacy and often given obsolete weapons which had been discarded by the Union years before. By treaty, these troops were not required to serve outside the territory, but large numbers of them fought in some principal battles.

At the Battle of Pea Ridge, Pike led nearly a thousand Cherokee, Chickasaw, Choctaw, Creek, and Seminole warriors against the Union. They were successful at first, but when some of them started to loot, their military discipline broke down and they were forced to flee for their lives. This battle saw the largest concentration of Indians in any battle of the war. Formal federal charges were filed saying that several Union soldiers had been scalped and mutilated, and although the Cherokee Council issued a formal statement denying this charge, such rumors continued to circulate.

The Union army managed to get into Indian Territory, and soon war became a guerrilla effort. Stand Watie, a Cherokee, was the main leader of these troops, and he was to become the only Native American to attain the rank of Brigadier General in the Confederacy during this war. Other Indians served with various white units east of the territory. Some Choctaws had avoided being removed to Indian Territory and still lived in Mississippi. Several hundred of them served in the 1st Mississippi Choctaw Battalion. Their main job was to track down deserters in the swamps of Mississippi.

Some Cherokees had also escaped the removal and hid in the Great Smoky Mountains rather than obey the orders of the federal government to move to Indian Territory. At the beginning of the war, about 2,000 Cherokee, the Qualla Band, lived there. Four companies were recruited for the North Carolina regiment and became known as the "Thomas Legion." They fought mainly in the mountains of North Carolina and Tennessee. They practiced their native customs while in the army. They consulted an oracle stone to see whether or not someone would survive, and they played stickball games when they were in camp.

In 1861, the Union army finally decided to enlist Indians, and more than 7,000 pro-Union Indian women and children sought refuge in Kansas. They were harassed all the way by Confederate Indians because their men signed up for the North. In 1862, three regiments were formed for duty in the Territory. A company of Omahas and Pawnees was raised in Nebraska, and eventually Native Americans were recruited in nearly every state. It was said that more than one-fifth of the Penobscot tribe volunteered.



More than 600 Iroquois and a company of Chippewas enlisted as well. These troops were reported by a medical officer to be the healthiest and most physically fit of all the Union soldiers, excellent marksmen, and the best scouts.

Native Americans in the Civil War (cont.)

The Native American to receive the highest honor in the Union Army was Ely S. Parker, a Seneca, who was secretary to General Ulysses S. Grant. When General Robert E. Lee surrendered to Grant at Appomattox, ending this bloody war, Parker was the one chosen to write the official document of surrender in his own handwriting. This happened before the advent of typewriters or computers when all documents were laboriously written by hand. Ely S. Parker was said to have the most beautiful penmanship of anyone; therefore, he got the job. In pictures of the signing, Parker can be seen standing behind General Grant.

The last Confederate military command to surrender was that of Stand Watie's band of Cherokee guerrillas. They surrendered on June 28, 1865.

The Civil War left Indian Territory in chaos. Towns, farms, and schools had been destroyed, and the people were destitute.

Some of them migrated to Mexico in frustration and bitterness.

The terrible Reconstruction era would prove to be much harder on the Indians who served in the Confederacy than it was on their white neighbors, and they lost even more land than they had previously lost.

The Native American veterans of the North returned home to the same prejudice, poverty, and discrimination they had left at the war's beginning. They found it difficult to get pensions, and their war-related wounds were treated at home by tribal medicine men not covered by government pensions.

Why had they joined? Probably they had joined for the regular pay, clothing, and food just as their poor white neighbors had. There also was the matter of the warrior spirit. It was a way for young men to show their courage because all the old ways had been taken from them. It was one last chance for a young Indian man to prove his manhood.

Activity

Have a formal debate on the following situation. One side will argue in favor and one side will argue against. You will also need a timekeeper and judges.

Put yourself back into the year 1861. A terrible war has broken out between the Northern states and the Southern ones. Tempers are high because no one in the country can escape the effects of what will happen. Every man is needed, and a suggestion has been made that Native Americans should be taken into the army to fight alongside the whites.

Should Indians be included in the army to fight with white men? To prepare yourself for the debate, learn as much as you can about the war. Use all your best reasoning ability to develop a strategy for your debate which will be true to what you know about the war's history.



Ely S. Parker