

Lesson Title: VETERANS WALL OF FAME
Lesson Designed by: Quentin Albrecht, Trenton R-9
Trenton, MO, 11th grade, American History
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Teaching Traditional American History Program

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Lesson Overview: Students will study Veterans Day and its origins. They will interview as many as three veterans. From their interview information, students will complete a card for each. The card will contain vital information and be used in an appropriate display. Cards will be color coded to identify the conflict in which the veterans served and be used to a Veterans Wall of Fame.

Essential Questions: What were the contributions of local individuals to the wars and U.S. military? What was the effect on their lives and their families?

Lesson Objectives: After completing this lesson the student will be able to:

- describe and evaluate the contributions local individuals made to wars and the U.S. military.
- explain the significance and origins of Veterans Day

Assessment: The following is an assessment to check student understanding and comprehension:

*Upon completion of the interview of a local veteran, the student should analyze the data and compose an original essay.

Materials:

- 4X6 white notecards, 3 per student
- colored pencils

Class Time: This lesson may be completed in 30 – 45 minutes on two separate class periods.

Teacher Input/activity:

1. Open the activity with discussion and notes over the origins of Veterans Day. (included)
2. Lead students in a brainstorming session of local veterans. List these names on the board.
3. Distribute the handout for the Veterans Day Project. (included)
4. Read, discuss, and answer questions over the handout.

5. Assign a completion date for the project. It is a good project to coordinate with Veterans Day on Nov. 11th.
6. On the project's due date, distribute colored pencils and have students color their cards according to a legend posted on the board.
7. Create a Veterans Wall of Fame on a bulletin board from the students' colored cards.

Closure:

On the due date, ask students to share names and information learned from their interviews. Ask students to compare and contrast the experiences of veterans from the same conflicts and from different conflicts.

Veterans Wall of Fame Project

Introduction:

This November 11th we will celebrate Veterans Day. In honor of this event, we will create a Veterans Wall of Fame in our school. This wall will be created by students in American History. It will recognize and honor the contributions, achievements, and sacrifices of local veterans.

The Wall of Fame is a two-part project for students. First, students will be required to interview local veterans, asking about their military experiences. This information will be summarized on a 4x6 note card. Second, students will choose one of the interviews to be the basis of an essay.

The Card(s):

Students should collect and record the following information to be written on a note card and turned in on the due date:

- Veteran's Name
- Veteran's Rank
- Veteran's Years of Service
- Veteran's Branch of Military
- Veteran's Honors and Awards (if none leave blank)
- The Conflict in Which the Veteran Served

On the back of the card, put the name, address, and phone number of the veteran interviewed. People in active service may be used.

The Interviews:

Students should interview up to three veterans. During all the interviews, the student should ask for the information necessary to complete the cards. In addition, the students should select one veteran on which to write an essay. During this veteran's interview, the student should ask the following additional questions:

1. What was your most memorable experience in the military?
2. What was the worst thing about the military?
3. What was the best thing about the military?
4. What was your role/job in the military?
5. What were some of the places you visited during your time in the military?
6. In what ways did your military experience change you and effect your family?
7. What are your thoughts/opinions on war? Is it necessary? Why? Why not?

The Legend:

On the due date, all cards will be colored in class according to the following legend:

- War on Terrorism – Yellow
- Persian Gulf War – Blue
- Vietnam Conflict – Green
- Korean Conflict – Red
- World War II – Orange
- World War I – Brown

Any Others – Gray
Peacetime – Leave White

The Essay:

Prior to the due date, students should select one veteran to write about in a three paragraph essay. The following information should be included in the essay:

Paragraph One – All information listed on the card. This will identify the veteran.

Paragraph Two – Additional information gathered during the interview.

Paragraph Three – Veteran's thoughts on war. Is it necessary? Why? Why not?

The Scoring Guide:

A – three cards and one essay

B – two cards and one essay

C – one card and one essay

Cards and essay must contain all required information. Punctuation, spelling, and grammar will determine if the letter grade is high, low, or average. For example, if a student talks to one veteran and completes one card and one essay with few errors, he/she will earn a C+. Multiple errors will earn a C-.

History of Veterans Day

1. World War I – known at the time as “The Great War” - officially ended when the Treaty of Versailles was signed on June 28, 1919 .
2. Fighting ceased seven months earlier when an armistice, or temporary cessation of hostilities, between the Allied nations and Germany went into effect.
3. This occurred on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918 , is generally regarded as the end of “the war to end all wars.”
4. November 1919, President Wilson proclaimed November 11 as the first commemoration of Armistice Day with the following words: “ To us in America, the reflections of Armistice Day will be filled with solemn pride in the heroism of those who died in the country's service and with gratitude for the victory, both because of the thing from which it has freed us and because of the opportunity it has given America to show her sympathy with peace and justice in the councils of the nation.”
5. The original concept for the celebration was for a day observed with parades and public meetings and a brief suspension of business beginning at 11 a.m.
6. The United States Congress officially recognized the end of World War I when it passed a concurrent resolution on June 4, 1926.
7. An Act approved May 13, 1938, made the 11th of November in each year a legal holiday - - a day to be dedicated to the cause of world peace and to be thereafter celebrated and known as "Armistice Day."
8. Armistice Day was primarily a day set aside to honor veterans of World War I, but in 1954, after World War II had required the greatest mobilization of military forces in the Nation's history, the Act of 1938 was amended by striking out the word "Armistice" and inserting in its place the word "Veterans."