

National Medal of Honor Museum Visit

Subject: Social Studies

Grade Level: Grades 4 through 12

Time/Duration: Pre-Visit Preparation: 45 minutes

Museum Visit: 1 to 3 hours

Post-Visit Summary: 45 minutes

Purpose:

This lesson plan is designed for the following groups:

- Elementary School Students
- Middle School Students
- High School Students
- Scouts
- Adult Community Groups

The lesson plan provides a brief history of the Medal of Honor, an overview of the exhibits at the National Medal of Honor Museum, activity sheets for students visiting the museum, and post-visit classroom activities.

Although the lesson plan is intended to be presented in conjunction with a visit to the museum, it can be used to supplement normal instruction of state and U.S. History; or special instruction for Veteran's Day (November 11), Memorial Day (last Monday in May), and National Medal of Honor Day (March 25).

Goals/Standards:

The following goals/standards are taken from National Social Studies and History Standards published by the National Council for the Social Studies. The teacher should develop specific classroom objectives based on their use of the material in this lesson plan. For example: (1) if an elementary class is studying the Civil War, specific classroom objectives could include the stories about local civil war heroes and battles; and (2) if a middle or high school class was studying racial prejudice, specific classroom objectives could include the stories of WW I and WW II African-American and Asian-American Medal of Honor recipients and how they were denied the medal until the George H. W. Bush and William Clinton presidencies.

1. Elementary School (K-4)

- a. Standard 3D: The student understands the interactions among all groups throughout the history of his or her state. *Therefore the student is able to:*
 - Analyze the significance of major events in the state's history, their impact on people then and now, and their relationship to the history of the nation. [*Analyze cause-and-effect relationships*]
 - Examine various written accounts in order to identify and describe regional or state examples of major historical events and developments that involved interaction among various groups (e.g., the Alamo, the Underground Railroad, the building of the Transcontinental Railroad, and the California Gold Rush). [*Consider multiple perspectives*]
- b. Standard 3E: The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity. *Therefore the student is able to:*
 - Analyze how the ideas of significant people affected the history of their state. [*Assess the importance of the individual in history*]
 - Research in order to explain why important buildings, statues, monuments, and place names are associated with the state's history. [*Obtain historical data*]
- c. Standard 4E: The student understands national symbols through which American values and principles are expressed. *Therefore the student is able to:*
 - Describe the history of American symbols such as the eagle, the Liberty Bell, George Washington as the "father of our country," and the national flag. [*Demonstrate and explain the influence of ideas*]
 - Explain why important buildings, statues, and monuments are associated with state and national history, such as the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veterans memorials. [*Obtain historical data*]

2. Middle and High School (5-12)

- a. Era 5 - Civil War and Reconstruction (1850-1877) Standard 2A: The student understands how the resources of the Union and Confederacy affected the course of the war. *Therefore the student is able to:*
 - Identify the turning points of the war and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict. [*Assess the importance of the individual in history*]

- b. Era 5 - Civil War and Reconstruction (1850-1877) Standard 2B: The student understands the social experience of the war on the battlefield and homefront. *Therefore the student is able to:*
- Compare women's homefront and battlefront roles in the Union and the Confederacy. [*Compare and contrast differing sets of ideas*]
- c. Era 6 - The Development of the Industrial United States (1870-1900) Standard 4A: The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles. *Therefore the student is able to:*
- Identify and compare the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, and settlers. [*Interrogate historical data*]
- d. Era 6 - The Development of the Industrial United States (1870-1900) Standard 4B: The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War. *Therefore the student is able to:*
- Trace the acquisition of new territories. [*Reconstruct patterns of historical succession and duration*]
 - Describe how geopolitics, economic interests, racial ideology, missionary zeal, nationalism, and domestic tensions combined to create an expansionist foreign policy. [*Analyze cause-and-effect relationships*]
 - Evaluate the causes, objectives, character, and outcome of the Spanish-American War. [*Interrogate historical data*]
 - Explain the causes and consequences of the Filipino insurrection. [*Analyze cause-and-effect relationships*]
- e. Era 7 - The Emergence of Modern America (1890-1930) Standard 2A: The student understands how the American role in the world changed in the early 20th century. *Therefore the student is able to:*
- Evaluate Wilson's moral diplomacy, especially in relation to the Mexican Revolution. [*Examine the influence of ideas*]
- f. Era 7 - The Emergence of Modern America (1890-1930) Standard 2C: The student understands the impact at home and abroad of the United States involvement in World War I. *Therefore the student is able to:*
- Explain how the American Expeditionary Force contributed to the allied victory. [*Interrogate historical data*]
- g. Era 8 - The Great Depression and World War II (1929-1945) Standard 3B: The student understands World War II and how the Allies prevailed. *Therefore the student is able to:*
- Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. [*Draw upon data in historical maps*]

- Describe military experiences and explain how they fostered American identity and interactions among people of diverse backgrounds. [*Utilize literary sources including oral testimony*]
- h. Era 9 - Postwar United States (1945 to early 1970s) Standard 2A: The student understands the international origins and domestic consequences of the Cold War. *Therefore the student is able to:*
- Explain the rationale, implementation, and effectiveness of the U.S. containment policy. [*Evaluate the implementation of a decision*]
- i. Era 9 - Postwar United States (1945 to early 1970s) Standard 2C: The student understands the foreign and domestic consequences of U.S. involvement in Vietnam. *Therefore the student is able to:*
- Explain the composition of the American forces recruited to fight the war. [*Interrogate historical data*]
 - Evaluate how Vietnamese and Americans experienced the war and how the war continued to affect postwar politics and culture. [*Appreciate historical perspectives*]
- j. Era 10 - Contemporary United States (1968 to the present) Standard 1C: The student understands major foreign policy initiatives. *Therefore the student is able to:*
- Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. [*Analyze cause-and-effect relationships*]
- k. Era 10 - Contemporary United States (1968 to the present) Standard 2E: The student understands how a democratic political debates social issues and mediates between individual or group rights and the common good. *Therefore the student is able to:*
- Explore the range of women's organizations, the changing goals of the women's movement, and the issues currently dividing women. [*Explain historical continuity and change*]
 - Evaluate the continuing grievances of racial and ethnic minorities and their recurrent reference to the nation's charter documents. [*Explain historical continuity and change*]

3. Scouting

- a. Cub Scout Bear Rank: What Makes America Special
- With the help of your family or den leader, find out about two famous Americans. Tell the things they did or are doing to improve our way of life.
 - Find out where places of historical interest are located in or near your town or city. Go and visit one of them with your family or den.

- Tell ways some people in the past have served our country. Tell about some people who serve our country today.
- b. Boy Scouts: American Heritage Merit Badge
- Select two individuals from American history, one a political leader (a president, senator, etc.) and the other a private citizen (a writer, religious leader, etc.). Find out about each person's accomplishments and compare the contributions each has made to America's heritage.
 - Read a biography (with your counselor's approval) of someone who has made a contribution to America's heritage. Tell some things you admire about this individual and some things you do not admire. Explain why you think this person has made a positive or a negative contribution to America's heritage.
- c. Boy Scouts: Scholarship Merit Badge
- Make a list of educational places located where you live (other than schools). Visit one, and report on how you used the place for self-education.

Introduction:

The Medal of Honor was established at the beginning of the Civil War to recognize soldiers and sailors who distinguished themselves in action. The first Medals of Honor were awarded to members of Andrew's Raiders on March 25, 1863, for their actions during the "Great Locomotive Chase." Since its inception, 3468 Medals of Honor for 3463 different acts of heroism have been presented to 3440 recipients and 9 presented to those entombed at the Tomb of the Unknown Soldier.

This lesson presents a brief history of the medal and what you will see at the National Medal of Honor Museum.

Lesson Sequence:

1. Present the "History of the Medal of Honor." (copy found on site recipient page)
2. Present an overview of what the students/group will see at the museum.
3. Discuss museum visit travel arrangements, student and chaperone responsibilities, etc.
4. Make a pre-visit assignment, if desired. Discussion questions, a museum sleuth worksheet, word search puzzles and crossword puzzles are included in this lesson plan or on the website for your use.
5. Make a post-visit assignment, if desired. Discussion questions are included in this lesson plan for your use.

Practice Activities:

None

Closure:

1. Summarize the museum visit.
2. Review discussion questions, the museum sleuth worksheet, the word search puzzle and the crossword puzzle, as applicable.

Instructional Materials & Resources Needed:

- Museum sleuth worksheet (attached to this lesson plan)
- Word search puzzle (located under the student tab of the website)
- Crossword puzzle and answer key (located under the student tab of the website)

Assessment/Evaluation:

The National Medal of Honor Museum aims to stimulate, illuminate and provoke discussion of U. S. Military History and the Medal of Honor. The website is organized to allow student input from elementary school to adult. To submit an article for the website, email it to mohmuseum@yahoo.com. All articles should include a bibliography along with the author's name and grade.

1. Elementary School Students

- a. Teachers should require the student to write a one to three page essay covering one or more of the following topics.
 - Write a biography of a local Medal of Honor recipient.
 - Discuss the impact of one of America's wars on your state or local community.
- b. Sketch the Medal of Honor or a local War Monument.

2. Middle and High School Students

- a. Teachers should require the student to write a one to three page essay covering one or more of the following topics.
 - During the Civil War, the Union awarded the "Medal of Honor" and the Confederacy placed one's name on the "Roll of Honor". Compare/Contrast the two awards.
 - Compare/Contrast military honors given by the United States and honors given by other governments (e.g. Great Britain, France, Germany, Japan, China).
 - Discuss the "Purge of 1917" and the criteria used to remove recipients from the Roll.
 - Discuss racial prejudice in the armed forces during WW I and WW II and how it manifested itself in the awarding of the Medal of Honor.
 - Discuss Mary Walker's campaign to restore her Medal of Honor after the Purge of 1917.
 - Discuss Theodore Roosevelt's campaign to receive the Medal of Honor.
 - Make the case that James J. Andrews should be awarded the Medal of Honor for his actions during the "Great Locomotive Chase."
 - Discuss how a Medal of Honor recipient affected your local community or the nation.

- Discuss a Civil War battle or campaign. Include at least one story of a Medal of Honor recipient's contribution to the battle or campaign.
- Discuss a battle or campaign during the Indian War Campaign, 1871 Korean Campaign, Spanish-American War, Philippine Insurrection, Boxer Rebellion, Philippines 1911, Mexican Campaign (Vera Cruz), Haiti 1915, Dominican Campaign, Haiti Campaign 1919-1920, or the Second Nicaraguan Campaign. Include at least one story of a Medal of Honor recipient's contribution to the battle or campaign.
- Discuss a WW I battle or campaign. Include at least one story of a Medal of Honor recipient's contribution to the battle or campaign.
- Discuss a WW II battle or campaign. Include at least one story of a Medal of Honor recipient's contribution to the battle or campaign.
- Discuss a Korean War battle or campaign. Include at least one story of a Medal of Honor recipient's contribution to the battle or campaign.
- Discuss a Vietnam battle or campaign. Include at least one story of a Medal of Honor recipient's contribution to the battle or campaign.
- Discuss a War on Terror (Iraq and Afghanistan) battle or campaign. Include at least one story of a Medal of Honor recipient's contribution to the battle or campaign.

b. Make a presentation to the class on one of the topics listed above.

3. Scouts

a. Assign each cub scout to discuss one exhibit at the museum at the next den meeting.

b. Follow Boy Scout guidelines for the awarding of merit badges.

Resources:

"American Heritage," Boy Scouts of America, 2010,

<<http://www.scouting.org/sitecore/content/Home/BoyScouts/AdvancementandAwards/MeritBadges/mb-AHER.aspx>> (April 8, 2010)

"Archive Statistics," Congressional Medal of Honor Society, <<http://www.cmohs.org/medal-statistics.php>> (March 11, 2010)

"Bear Badge Requirements," US Scouting Service Project, August 1, 2004,

<<http://www.usscouts.org/usscouts/advance/cubscout/bear.asp#PAST>> (April 8, 2010)

Boston Publishing Company, "Above and Beyond, A History of the Medal of Honor from the Civil War to Vietnam," Boston Publishing Company Boston, MA, 1985

"Brief History of the 27th Maine," <<http://www.the27thmaine.com/>>, (March 12, 2010)

"Confederate Roll of Honor," Roots Web,

<<http://www.rootsweb.ancestry.com/~arcivwar/csaintro.htm>> (March 11, 2010)

Golden, Randy, "The Great Locomotive Chase, The Story of Andrew's Raiders,"

<<http://ngeorgia.com/history/raiders.html>> (March 12, 2010)

“History”, Congressional Medal of Honor Society, <<http://www.cmohs.org/medal-history.php>> (March 11, 2010)

“History of the Medal of Honor,” Department of the Army, March 1, 2010, <<http://www.army.mil/-news/2010/03/01/34900-history-of-the-medal-of-honor/index.html>> (March 11, 2010)

“Medal of Honor,” Wikipedia, April 3, 2010, <http://en.wikipedia.org/wiki/Medal_of_Honor> (April 8, 2010)

National Standards for History Basic Edition, National Center for History in the Schools, 1996, <http://www.educationworld.com/standards/national/soc_sci/index.shtml> (April 2, 2010)

Roper, Peter, “The Medal of Honor,” *The Pueblo Chieftain*, June 25, 1995, <<http://www.homeofheroes.com/moh/history/history.html>> (March 11, 2010)

“Scholarship,” Boy Scouts of America, 2010, <<http://www.scouting.org/sitecore/content/Home/BoyScouts/AdvancementandAwards/MeritBadges/mb-SCHO.aspx>> (April 8, 2010)

“Southern Cross of Honor,” United Daughters of the Confederacy, <http://www.hqudc.org/so_cross/> (March 11, 2010)

“Statistics,” United States Army Medal of Honor, <<http://www.army.mil/medalofhonor/statistics.html>> (March 10, 2010)

Sterner, C. Douglas, “A Virtual Encyclopedia of Medal of Honor History,” <http://www.homeofheroes.com/moh/history/history_timeline.html> (March 11, 2010)

Sterner, C. Douglas, “National Medal of Honor Day”, Home of Heroes, <<http://www.homeofheroes.com/moh/history/day.html>> (March 11, 2010)

Sterner, C. Douglas, “The Medal of Honor - 1862 to Present,” <http://www.homeofheroes.com/moh/history/history_images.html> (March 11, 2010)

Sterner, C. Douglas, “Medal of Honor Statistics,” June 2, 2008, <http://www.homeofheroes.com/moh/history/history_statistics.html> (March 11, 2010)

Sterner, C. Douglas, “The Purple Heart, Our Nation's First Military Award,” <http://www.homeofheroes.com/medals/purple_heart/purple_heart.html> (March 11, 2010)

Museum Overview

While focusing on the Medal of Honor recipients, the museum is designed to honor all veterans and educate everyone about the stories of many of our nation's heroes. The museum's exhibits provide a timeline of American history starting with the Revolutionary War and proceeds through the War on Terror. The history of America is revealed through pictures, narratives, uniforms and actual artifacts. The Civil War exhibit features displays of Mary Walker, the only woman awarded the Medal of Honor, and Andrew's Raid. Exhibits of the Indian Wars and the Spanish-American War feature such famous Americans as Buffalo Bill Cody and President Theodore Roosevelt. The stories of the Boxer Rebellion, the Philippine Insurrection, the skirmishes in Latin America and Mexico unfold in these exhibits. The exploits of Alvin York and Eddie Rickenbacher are focal points in the World War I exhibit. The stories of heroes such as "Pappy Boyington", Audie Murphy, and Douglas Munro are featured in the World War II exhibit. The Korean exhibit features Hiroshi Miyamura. The focal point of the Vietnam exhibit is the plexiglass etched with all of Medal of Honor recipients. The War on Terror exhibit includes the stories of soldiers who participated in Iraqi Freedom through the current campaigns in Iraq and Afghanistan.

In addition, the museum contains special exhibits displaying unique artifacts from the following Medal of Honor recipients:

- Technical Sergeant Charles H. Coolidge
 - ❖ Technical Sergeant Charles H. Coolidge was awarded the Medal of Honor for his leadership at Belmont-sur-Buttant in France during WW II.
- Private First Class Desmond T. Doss
 - ❖ Private First Class (Medic) Desmond T. Doss was awarded the Medal of Honor for the risks he took to save the lives of many comrades during the Battle for Okinawa during WW II.
- First Sergeant Maximo Yabes
 - ❖ First Sergeant Maximo Yabes was awarded the Medal of Honor for his actions near Phu Hoa Dong, Vietnam.
- Command Sergeant Major Paul B. Huff
 - ❖ Command Sergeant Major Paul B. Huff was awarded the Medal of Honor for his leadership and daring combat skill near Carano, Italy during WW II.
- Sergeant First Class Ray E. Duke
 - ❖ Sergeant First Class Ray E. Duke was awarded the Medal of Honor for his outstanding courage Near Mugok, Korea.
- Hospital Corpsman Second Class David Robert Ray
 - ❖ Hospital Corpsman Second Class David Robert Ray was awarded the Medal of Honor for his heroic actions while treating wounded Marines on the battlefield near An Hoa, Vietnam.

- Sergeant Mitchell W. Stout
 - ❖ Sergeant Mitchell W. Stout was awarded the Medal of Honor when he used his body to shield his comrades from a grenade Khe Gio Bridge in Vietnam.
- Sergeant Ray McKibben
 - ❖ Sergeant Ray McKibben was awarded the Medal of Honor for single-handedly destroying several enemy bunkers and rescued a wounded soldier before being mortally wounded near Song Mao in Vietnam.
- Sergeant Rodney Maxwell Davis
 - ❖ Sergeant Rodney Maxwell Davis was awarded the Medal of Honor for his actions Quang Nam Province, Vietnam on a search and clear mission during Operation Swift.

National Medal of Honor Museum of Military History Museum Detective

	Column A		Column B
1.	Ich Kämpfe	A.	Rubber buttons
2.	Yarmulka	B.	Told Germans to surrender
3.	Dinar	C.	Only female MOH recipient
4.	10th Cavalry	D.	“I fight”
5.	Berdan Sharpshooters	E.	African-American MOH recipient
6.	Signalman Munro	F.	Iraqi money
7.	Eddie Rickenbacker	G.	Head covering
8.	Private 1st Class Doss	H.	Portrayed himself in a movie
9.	Tech Sergeant Coolidge	I.	Attacked seven enemy planes
10.	Corporal Huff	J.	Buffalo soldiers
11.	1st Sergeant Yabes	K.	Most recent MOH recipient
12.	Doctor Walker	L.	Minefield, Carano, Italy
13.	Audie Murphy	M.	Higgins boats
14.	Dakota Meyer	N.	Phu Hoa Dong, Vietnam
15.	William Carney	O.	400' escarpment, Okinawa

National Medal of Honor Museum of Military History Museum Detective

Answer Key

	Column A	Column B
D	1. Ich Kämpfe	A. Rubber buttons
G	2. Yarmulka	B. Told Germans to surrender
F	3. Dinar	C. Only female MOH recipient
J	4. 10th Cavalry	D. I fight
A	5. Berdan Sharpshooters	E. African-American MOH recipient
M	6. Signalman Munro	F. Iraqi money
I	7. Eddie Rickenbacker	G. Head covering
O	8. Private 1st Class Doss	H. Portrayed himself in a movie
B	9. Tech Sergeant Coolidge	I. Attacked seven enemy planes
L	10. Corporal Huff	J. Buffalo soldiers
N	11. 1st Sergeant Yabes	K. Most recent MOH recipient
C	12. Doctor Walker	L. Minefield, Carano, Italy
H	13. Audie Murphy	M. Higgins boats
K	14. Dakota Meyer	N. Phu Hoa Dong, Vietnam
E	15. William Carney	O. 400' escarpment, Okinawa