Veterans Day
Background Information, Lesson Plans, and Internet Resources for the Secondary Classroom

Miami-Dade County Public Schools
Department of Social Sciences
November 11, 2015
Introduction to Veterans Day

(Taken from the 2014 Presidential Proclamation for Veterans Day. Please note: the 2015 Proclamation was not available at the time of publishing this resource packet. For an updated proclamation, please visit: www.whitehouse.gov).

Presidential Proclamation -- Veterans Day, 2014

VETERANS DAY, 2014

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION

Since the birth of our Nation, American patriots have stepped forward to serve our country and defend our way of life. With honor and distinction, generations of servicemen and women have taken up arms to win our independence, preserve our Union, and secure our freedom. From the Minutemen to our Post-9/11 Generation, these heroes have put their lives on the line so that we might live in a world that is safer, freer, and more just, and we owe them a profound debt of gratitude. On Veterans Day, we salute the Soldiers, Sailors, Airmen, Marines, and Coast Guardsmen who have rendered the highest service any American can offer, and we rededicate ourselves to fulfilling our commitment to all those who serve in our name.

Today, we are reminded of our solemn obligation: to serve our veterans as well as they have served us. As we continue our responsible drawdown from the war in Afghanistan and more members of our military return to civilian life, we must support their transition and make sure they have access to the resources and benefits they have earned. My Administration is working to end the tragedy of homelessness among our veterans, and we are committed to providing them with quality health care, access to education, and the tools they need to find a rewarding career. As a Nation, we must ensure that every veteran has the chance to share in the opportunity he or she has helped to defend. Those who have served in our Armed Forces have the experience, skills, and dedication necessary to achieve success as members of our civilian workforce, and it is critical that we harness their talent.
Across our country, veterans who fought to protect our democracy around the globe are strengthening it here at home. Once leaders in the Armed Forces, they are now pioneers of industry and pillars of their communities. Their character reflects our enduring American spirit, and in their example, we find inspiration and strength.

This day, and every day, we pay tribute to America's sons and daughters who have answered our country's call. We recognize the sacrifice of those who have been part of the finest fighting force the world has ever known and the loved ones who stand beside them. We will never forget the heroes who made the ultimate sacrifice and all those who have not yet returned home. As a grateful Nation, let us show our appreciation by honoring all our veterans and working to ensure the promise of America is within the reach of all who have protected it.

With respect for and in recognition of the contributions our service members have made to the cause of peace and freedom around the world, the Congress has provided (5 U.S.C. 6103(a)) that November 11 of each year shall be set aside as a legal public holiday to honor our Nation's veterans.

NOW, THEREFORE, I, BARACK OBAMA, President of the United States of America, do hereby proclaim November 11, 2014, as Veterans Day. I encourage all Americans to recognize the valor and sacrifice of our veterans through appropriate public ceremonies and private prayers. I call upon Federal, State, and local officials to display the flag of the United States and to participate in patriotic activities in their communities. I call on all Americans, including civic and fraternal organizations, places of worship, schools, and communities to support this day with commemorative expressions and programs.

IN WITNESS WHEREOF, I have hereunto set my hand this seventh day of November, in the year of our Lord two thousand fourteen, and of the Independence of the United States of America the two hundred and thirty-ninth.

BARACK OBAMA
An Instructional Note to Teachers about Veterans Day

Veterans Day is celebrated each November to recognize and honor all who have served the U.S. in the armed forces.

To assist schools, the Department of Social Sciences has developed this instructional resource guide to support instruction on Veterans Day.

The resources in this guide include:

- **BACKGROUND INFORMATION** - This section includes detailed background and reference information on Veterans Day.

- **ACTIVITIES AND LESSON PLANS** - This section includes detailed secondary activities with all support materials needed to teach about Veterans Day.

- **SUGGESTED INTERNET RESOURCES** - Additional teacher and student background information, lesson plans, and classroom activities may be found on the web sites listed in this section of the guide.

- **SECONDARY CHARACTER EDUCATION RESOURCES** – Additional lesson ideas are included to support the core value of “citizenship,” which has been designated by the District for the month of November.

Teachers are highly encouraged to utilize the resources and lessons found in this resource packet to reinforce this content, whenever appropriate. Teachers are further encouraged to select and adapt the resources and lessons found in this guide to best fit the needs of their students.
Veterans Day –
Teaching about our veterans

How do you ensure that students will get the most out of the instructional time devoted each year to commemorating the service Veterans have provided to the U.S.? Below are some suggestions for how to approach the subject of honoring Veterans.

1. **Incorporate the stories of Veterans into the curriculum year-round**, not just in November. Use Veterans Day as a chance to “dig deeper” into history and make connections with the past while exploring current efforts and issues of Veterans.

2. **Continue Learning**. Explore how to provide an in-depth and thorough understanding of the contributions Veterans. Textbooks often do not contain detailed information about the rich stories of courage and citizenship as these concepts relate to Veterans, so use the textbook as just one of many resources. While exploring multiple resources, help your students understand the importance of exploring reliable sources and sources that provide multiple perspectives on history and current events.

3. **Relate lessons to other parts of your curriculum**, so that focusing on an event or leader, expands upon rather than diverts from your curriculum.

4. **Plan meaningful school and classroom activities that address the history, values, and contributions of Veterans**. Without meaningful and thoughtful classroom lessons as the primary focus during Veterans Day, schools run the risk of trivializing their well-intended message to students.

5. **Connect issues in the past to current issues** to make history relevant to students’ lives. For example, ask students to gather information with a focus on what social issues exist today and how a particular group or leader has worked to change society.

Sources: Adapted from Teaching Tolerance, a project of the Southern Poverty Law Center, http://www.tolerance.org/search/apachesolr_search/black%20history and, teachingforchange.org.
Background Information

- Veterans Day from World Book
- Veterans – U.S. Census Bureau
- Facts About Florida’s Veterans- U.S. Department of Veterans Affairs
- Veterans Day- a Brief Video History from History.com.
Veterans Day honors men and women who have served in the United States armed services. Veterans Day is a legal federal holiday in the United States. It is celebrated on November 11, the anniversary of the end of World War I (1914-1918). Canada, Australia, and New Zealand observe November 11 as Remembrance Day to honor people who have died in war. The United Kingdom celebrates Remembrance Day on the Sunday closest to November 11. Veterans Day celebrations in the United States include parades and speeches. Special services are held at the Tomb of the Unknowns in Arlington National Cemetery in Arlington, Virginia.

In 1919, President Woodrow Wilson proclaimed November 11 as Armistice Day to remind Americans of the tragedies of war. A 1938 law made the day a federal holiday. In 1954, Congress changed the holiday’s name to Veterans Day to honor all United States veterans.

Veterans – U.S. Census Bureau- please see the following pages for an infographic about Veterans from the United States Census Bureau.
Federal, state and community leaders; private businesses; non-profits; and community organizations use information about the military veteran population from the American Community Survey and Economic Census to determine the programs, services and infrastructure that serve the needs of our veterans. What follows is the most recent snapshot of veterans statistics.

A Snapshot of Our Nation’s Veterans

Federal, state and community leaders; private businesses; non-profits; and community organizations use information about the military veteran population from the American Community Survey and Economic Census to determine the programs, services and infrastructure that serve the needs of our veterans. What follows is the most recent snapshot of veterans statistics.
There are 21.8 million veterans in the United States.

**Male Veterans**
- 20.2 million

**Female Veterans**
- 1.6 million

### Breakdown by Race and Ethnicity*

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>White alone not Hispanic or Latino</td>
<td>17.5 million</td>
</tr>
<tr>
<td>Black</td>
<td>2.4 million</td>
</tr>
<tr>
<td>Asian</td>
<td>265,000</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>157,000</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
<td>28,000</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1.2 million</td>
</tr>
</tbody>
</table>

* Covers only those reporting a single race
Where Do They Live?

States with More Than 1 Million Veterans

- California: 2 million
- Texas: 1.6 million
- Florida: 1.6 million

Cities with a High % of Veterans

- Killeen, TX: 28.9%
- Clarksville, TN: 24%
- Fayetteville, NC: 22.1%
- Hampton, VA: 20.9%
- Jacksonville, NC: 22.6%

How Do We Know?

United States Census Bureau

CENSUS.GOV

#HowDoWeKnow
What Are Their Education Levels?

A veteran is more likely than the average American to have earned a high school diploma, but less likely to have completed a college degree.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percentage</th>
<th>Compared With</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
<td>92%</td>
<td>86% of the total population</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>26%</td>
<td>28% of the total population</td>
</tr>
</tbody>
</table>
Of the 21.8 million veterans in the United States, more than 1.3 million served during multiple wars.

**Veterans of 2 Wars**

- **Gulf I & Gulf 2**
  - 837,000
  - Served during both Gulf War eras

- **Korea & Vietnam**
  - 211,000
  - Served during both the Korean War and the Vietnam era

- **WWII & Korea**
  - 147,000
  - Served during both World War II and the Korean War

**Veterans of 3 Wars**

- **Vietnam, Gulf I & Gulf 2**
  - 49,500
  - Served during the Vietnam era and both Gulf War eras

- **WWII, Korea & Vietnam**
  - 54,000
  - Served during World War II, the Korean War and the Vietnam era
A veteran is more than twice as likely as a non-veteran to hold a job in a public administration industry.

**Veterans own 9% of all U.S. businesses.**

$1.2$ trillion
The amount of money in receipts generated by these businesses

5.8 million
People employed by veteran-owned businesses
Veterans’ annual income is about $10,000 higher than that of the average American.*

$35,367
Median income of veterans

$24,521
Median income of non-veterans

$25,605
Median income of total U.S. population

* Median income refers to those who are 18 years and over with income in the past 12 months. Income includes not only wages and self-employment, but also Social Security, retirement pensions, VA payments, and other forms of income.
Facts about Florida’s Veterans: Please see the following pages from the Department of Veterans Affairs about Florida’s Veterans.
The Department of Veterans Affairs (VA) offers a wide variety of programs and services. Many Veterans use VA education programs, obtain VA guaranteed home loans, and receive VA disability payments. VA completed a record-breaking 1.17 million disability claims in FY13, and is on track to complete even more in FY14.

One of the most visible of all VA benefits is a large health network of hospitals, community-based outpatient clinics, Vet Centers, nursing homes, residential rehabilitation treatment programs, and comprehensive home care programs. Veterans are expected to make more than 86.4 million outpatient visits to VA health care facilities this year.

VA also manages a network of national cemeteries, soldier’s lots, and monument sites, and provides headstones and markers for Veterans’ graves worldwide.
**FY13 VA Expenditures Florida = $11.7 Billion**

(in thousands)

- **Medical Care, $4,662,293**
- **Compensation & Pension, $5,618,726**
- **Insurance & Indemnities, $132,732**
- **General Operating Expenses, $149,942**
- **Construction, $80,833**
- **Education & Vocational Rehabilitation/Employment, $1,043,675**

**BENEFITS (as of 9/30/2014)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Veterans Receiving Disability Compensation</td>
<td>3,949,066</td>
<td>298,635</td>
</tr>
<tr>
<td>Number of Veterans Receiving Pension</td>
<td>304,556</td>
<td>24,537</td>
</tr>
<tr>
<td>Number of Dependency &amp; Indemnity Compensation (DIC) Beneficiaries</td>
<td>382,245</td>
<td>31,802</td>
</tr>
<tr>
<td>Number of Death Pension Beneficiaries</td>
<td>211,716</td>
<td>13,848</td>
</tr>
</tbody>
</table>

**HEALTH CARE (as of 9/30/2014)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Enrollees in VA Health Care System</td>
<td>9,106,480</td>
<td>721,490</td>
</tr>
<tr>
<td>Number of Unique Patients Treated</td>
<td>5,869,487</td>
<td>493,858</td>
</tr>
</tbody>
</table>
**Use your listening skills:** Click on the image below to view a video from History.com which provides a brief overview of the history and importance of Veterans Day.

![Veterans Day Image](image-url)

Digital Convergence: Use the following site to import the video and design a lesson. This site allows you to pause the video and insert questions to check for student understanding.

Veterans Day Montage: by Norah Jones

Click on the image below. You will be directed to a YouTube video titled: Veterans Day Montage- American Anthem: song by Norah Jones.

1. Instruct students to watch the video and listen to the song.
2. Have students write a list of words that explains their emotions experienced while watching the video.
3. Have students read the lyrics of this song (see next page). Have them circle words that speak to the main message of the song.
4. Have them add additional emotional words to their list previously created now that they have had a chance to review the lyrics.
5. Have students draw a picture, write a poem, or create a graphic organizer paying tribute to Veterans.
<table>
<thead>
<tr>
<th>American Anthem Lyrics</th>
<th>By Norah Johnes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All we've been given</td>
<td>America</td>
</tr>
<tr>
<td>By those who came before</td>
<td>America</td>
</tr>
<tr>
<td>The dream of a nation</td>
<td>I gave my best to you</td>
</tr>
<tr>
<td>Where freedom would endure</td>
<td>For those who think</td>
</tr>
<tr>
<td>The work and prayers</td>
<td>They have nothing to share</td>
</tr>
<tr>
<td>Of centuries</td>
<td>Who fear in their hearts</td>
</tr>
<tr>
<td>Have brought us to this day</td>
<td>There is no hero there</td>
</tr>
<tr>
<td>What shall be our legacy?</td>
<td>Know each quiet act</td>
</tr>
<tr>
<td>What will our children say?</td>
<td>Of dignity is</td>
</tr>
<tr>
<td>Let them say of me</td>
<td>That which fortifies</td>
</tr>
<tr>
<td>I was one who believed</td>
<td>The soul of a nation</td>
</tr>
<tr>
<td>In sharing the blessings</td>
<td>That never dies</td>
</tr>
<tr>
<td>I received</td>
<td>Let them say of me</td>
</tr>
<tr>
<td>Let me know in my heart</td>
<td>I was one who believed</td>
</tr>
<tr>
<td>When my days are through</td>
<td>In sharing the blessings</td>
</tr>
<tr>
<td>America</td>
<td>I received</td>
</tr>
<tr>
<td>America</td>
<td>Let me know in my heart</td>
</tr>
<tr>
<td>I gave my best to you</td>
<td>When my days are through</td>
</tr>
<tr>
<td></td>
<td>America</td>
</tr>
<tr>
<td></td>
<td>America</td>
</tr>
<tr>
<td></td>
<td>I gave my best to you</td>
</tr>
<tr>
<td>Each generation from the plains</td>
<td>Let them say of me</td>
</tr>
<tr>
<td>To distant shore with the gifts</td>
<td>I was one who believed</td>
</tr>
<tr>
<td>They were given</td>
<td>In sharing the blessings</td>
</tr>
<tr>
<td>Were determined</td>
<td>I received</td>
</tr>
<tr>
<td>To leave more</td>
<td>Let me know in my heart</td>
</tr>
<tr>
<td>Battles foughts together</td>
<td>When my days are through</td>
</tr>
<tr>
<td>Acts of conscience fought alone</td>
<td>America</td>
</tr>
<tr>
<td>These are the seeds</td>
<td>America</td>
</tr>
<tr>
<td>From which America has grown</td>
<td>I gave my best to you</td>
</tr>
<tr>
<td></td>
<td>America</td>
</tr>
<tr>
<td></td>
<td>America</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
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</tr>
<tr>
<td>Let me know in my heart</td>
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</tr>
<tr>
<td>When my days are through</td>
<td>When my days are through</td>
</tr>
</tbody>
</table>

Source:

http://www.elyrics.net/read/n/norah-jones-lyrics/american-anthem-lyrics.html
Secondary Lesson Plans

To complete the following lessons, please access the link below:

http://www.pbs.org/newshour/extra/lessons_plans/veterans-day/: Source- PBS
The Greatest Sacrifice – A Veteran’s Day Lesson Plan

Subjects
World History, government and civics, U.S. Wars, geography

Estimated Time
One 45 minute class

Grade Level
Middle and High School

*Warning* Due to the large number of students who either have friends or family that serve in the armed forces please take care and be sensitive when discussing Veteran’s Day.

Warm Up
Start class by asking students what they know about Veteran’s Day and give them the AARP Quiz “How Much Do You Know About Veterans Day?” and then go over the answers.

Play “Bet You Didn’t Know - Veteran’s Day” from the History Channel for students.

Main Activity

*Background on U.S. Wars*

Share the interactive timeline with students and watch videos associated with U.S. Wars. You may choose the wars your class knows the least about or play just what you have time for.

*Issues Facing U.S. Veteran’s Today*

As a class brainstorm the risks and benefits of being a soldier today and write answers on the board. Let the class know that they are going to take a closer look at some of the issues that veteran’s face today and how these challenges are being treated.

Read to students-

With new medical and life-saving technology more troops are surviving traumatic injuries that would have sealed their fate just decades ago. The effects of the increase in soldiers dealing with severe injuries such as losing limbs, traumatic brain injuries and Post Traumatic Stress Disorder has taxed the Veteran’s Administration (V.A.) at unprecedented levels leaving response time to disability claims anywhere from months to years. Further, both an increase in an aging veteran population as well as female veterans brings new challenges to the V.A. Let’s look more in depth at the issues facing today’s veterans.
Special Issues for Today’s Veterans:

- Waiting for benefits
  - Click here to watch the video clip “Veterans’ Disability Delayed” http://bit.ly/17UaLVV.
  - Read the Center for Investigative Reporting article “For Disabled Veterans awaiting Benefits Decisions, Location Matters” by Aaron Glantz http://bit.ly/WY7bcA

- How phantom limbs are successfully being treated today
  - Click here to watch TED Talk by VS Ramachandran http://bit.ly/qNzY5

- Unique challenges that women veterans face
  - Click here to watch PBS NewsHour Report “Women Veterans Face Unique Obstacles, Needs” http://to.pbs.org/h2QWBSPSTD

Writing Prompts:

Write an argument to either support or reject claims that veterans today face challenges that veterans in the past did not using valid reasoning and relevant and sufficient evidence.

Choose one of the wars that were featured on the interactive timeline and write three short narrative-snap shots including one day in the life of that veteran before, during, and after the war using effective technique, well-chosen details, and well-structured event sequences.

Common Core Standards:

- CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence
- CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
- CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
• **CCSS.ELA-Literacy.RI.7.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

• **CCSS.ELA-Literacy.RI.8.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

• **CCSS.ELA-Literacy.RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

• **CCSS.ELA-Literacy.RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
How Much Do You Know About Veterans Day?

Take our quiz and find out
by Bill Hogan, AARP, November 4, 2011


1. How many war veterans are there in the United States?
   - 17 million
   - 22 million
   - 27 million
   - 32 million

2. Veterans Day was originally known as
   - Armistice Day
   - Flag Day
   - Remembrance Day
   - Soldiers Day
3. Veterans Day is celebrated on Nov. 11 because
   ☐ That's when the Treaty of Versailles, which ended World War I, was signed.
   ☐ President Woodrow Wilson picked that day from a list of recommendations submitted by the heads of major veterans service organizations.
   ☐ Congress wanted the holiday to fall between Labor Day and Thanksgiving.
   ☐ None of the above.

4. Who first proposed that Armistice Day be renamed Veterans Day?
   ☐ Dwight D. Eisenhower
   ☐ Alvin J. King
   ☐ Douglas MacArthur
   ☐ Harry S. Truman

5. Veterans Day officially acquired its current name in
   ☐ 1954
   ☐ 1956
   ☐ 1958
   ☐ 1960

6. What flower is a symbol of Veterans Day?
   ☐ Forget-Me-Not
   ☐ Lily
   ☐ Poppy
   ☐ Rose
7. The motto of the Department of Veterans Affairs is "To care for him who shall have borne the battle." Who originally wrote these words?

- Smedley Darlington Butler
- Abraham Lincoln
- Walt Whitman
- Woodrow Wilson

8. What patriotic song debuted in its current form on an Armistice Day broadcast in 1938?

- "America, The Beautiful," by Katharine Lee Bates
- "God Bless America," by Irving Berlin
- "Spirit of the U.S.A." by E.T. Paull
- "The Yankee Doodle Boy," by George M. Cohan

9. What percentage of all veterans voted in the 2008 presidential election?

- 41 percent
- 51 percent
- 61 percent
- 71 percent

10. How many of the 44 U.S. presidents have been veterans?

- 25
- 28
- 31
- 34
Veteran’s Day Quiz Answer Sheet

Answers:

1. 22 million
2. Armistice Day
3. None of the above
4. Alvin J. King
5. 1954
6. Poppy
7. Abraham Lincoln
8. "God Bless America," by Irving Berlin
9. 71 percent
10. 31
“Waiting for Help” – Interactive Map

By the Center for Investigative Reporting

As a class or in pairs discuss what information this interactive map/data visualization can tell you about veterans waiting for help.

Questions:

What does it mean to be disabled?

What are disability benefits?

What do the bubbles represent?
What information does this map/data visualization specifically show you? Pick what you think are the four most important topics below and briefly explain why that data is important to understanding the issues veterans face when it comes to waiting to receive disability benefits. *Don’t forget to click on the arrow at the far right of the grey table of information.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Why it is important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

What conclusions can you draw from the interactive map/data visualization?

Did anything surprise you? Why?
A Veterans Day Thank You Note – Lesson Plan

Warm Up Activity

For homework the day before have students find out if they have any family members who are veterans and if not have them find someone in their community that is a veteran (could be teachers, neighbors, etc.)

Main Activity

Using the interactive timeline or another resource to learn about the war your veteran has fought in.

If you (and they) have time for an interview about their experience sit down and ask them the following questions:

- Can you tell me about your experience as a veteran?
- What were some of the military challenges you faced?
- What were some of the personal challenges you faced?

Using what you know about the war your veteran fought in and their experience during the war, write them a thank you note that honors their sacrifice and narrates their experience as you understand it. Finally, deliver the thank you note to them.

Writing Standards

Informative
**CCSS.ELA-Literacy.W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CCSS.ELA-Literacy.W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.ELA-Literacy.W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Narrative**

**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.

**CCSS.ELA-Literacy.W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-Literacy.W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-Literacy.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Congressional Medal of Honor

What is the Congressional Medal of Honor?

…is the highest award for valor in action against an enemy force which can be bestowed upon an individual serving in the Armed Services of the United States. The Congressional Medal of Honor is generally presented to its recipient by the President of the United States of America in the name of Congress.

Click on the link below to hear oral histories from living Congressional Medal of Honor recipients.

http://www.cmohfoundation.org/living-history-library/ch7c.

Assignment:

1. Listen to one of the testimonies found by accessing the link above.
2. Write a brief summary of the reason why this individual was awarded the Congressional Medal of Honor.
3. Prepare to share your summary with your class.
Veterans Day Political Cartoons

Use the political cartoons below to analyze and discuss issues that have affected or are affecting veterans. Use the Political Cartoon Analysis Sheet below to assist students in identifying the meaning of the cartoons.
SO, TELL ME, GRANDDADDY... IF THE REASON FOR THE HOLIDAY IS TO THANK VETERANS FOR THEIR SERVICE AND SACRIFICE, HOW COME EVERY DAY ISN'T VETERANS DAY?
Teacher’s Guide
Analyzing Political Cartoons

Observe
Ask students to identify and note details.

Sample Questions:
Describe what you see. • What do you notice first? • What people and objects are shown? • What, if any, words do you see? • What do you see that looks different than it would in a photograph? • What do you see that might refer to another work of art or literature? • What do you see that might be a symbol? • What other details can you see?

Reflect
Encourage students to generate and test hypotheses about the source.

What’s happening in this cartoon? • What was happening when this cartoon was made? • Who do you think was the audience for this cartoon? • What issue do you think this cartoon is about? • What do you think the cartoonist’s opinion on this issue is? • What methods does the cartoonist use to persuade the audience?

Question
Invite students to ask questions that lead to more observations and reflections.

What do you wonder about... who? • what? • when? • where? • why? • how?

Further Investigation
Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning
Think about the point the cartoonist was trying to make with this cartoon. Were you persuaded? Why or why not?

Intermediate
Compare two political cartoons that are on the same side of an issue. Identify the different methods — like symbols, allusions, or exaggeration — that the two cartoons use to persuade their audience.

Advanced
Select a political cartoon. Think about the point of view of the cartoonist. Describe or draw how the cartoon might be different if it had been created by a cartoonist with a different point of view.

For more tips on using primary sources, go to http://www.loc.gov/teachers
### Analyzing Primary Sources

**Observe**

Ask students to identify and note details.

Sample Questions:
- What do you notice first? • Find something small but interesting. • What do you notice that you didn’t expect? • What do you notice that you can’t explain? • What do you notice that you didn’t earlier?

**Reflect**

Encourage students to generate and test hypotheses about the source.

- Where do you think this came from? • Why do you think somebody made this? • What do you think was happening when this was made? • Who do you think was the audience for this item? • What tool was used to create this? • Why do you think this item is so important? • If somebody made this today, what would be different? • What can you learn from examining this?

**Question**

Invite students to ask questions that lead to more observations and reflections.

- What do you wonder about... who? • what? • when? • where? • why? • how?

### Further Investigation

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

<table>
<thead>
<tr>
<th>A few follow-up activity ideas:</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have students compare two related primary source items.</td>
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</table>

<table>
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<tr>
<th>Advanced</th>
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<tbody>
<tr>
<td>Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.</td>
</tr>
</tbody>
</table>

For more tips on using primary sources, go to [http://www.loc.gov/teachers](http://www.loc.gov/teachers)
Suggested Internet Resources

Veterans Day

From Teacher Vision:  https://www.teachervision.com/veterans-day/teacher-resources/6674.html:  A comprehensive resource site complee with art activities, videos, music activities, and lesson plans.


Military Pen Pal:  http://militarypenpal.tripod.com/:  Find information here about connecting with U.S. military personnel as well as civilian contractors who are stationed overseas or are back in the country.  Manay are in need of receiving letters and care packages and you can make a difference.


Women Veterans’ Inspiring True Stories:  http://maketheconnection.net/stories-of-connection:  Women Veterans represent an enduring legacy of leadership, service, and sacrifice. Each woman’s experience is unique, yet many face similar challenges while serving in the military and after returning to civilian life. Hear inspiring stories from women who discovered ways to stay strong and find success.

Hispanic American Service to the Nation:  http://www.loc.gov/vets/stories/ex-war-hispanic.html:  Stories from the Veterans History Project


Secondary Character Education Activities to Support Veterans Day

Core Value: Citizenship

Miami-Dade County Public Schools (M-DCPS) is committed to helping all students develop the values and strength of character needed for them to become caring, responsible citizens at home, school, and in the community. To support this goal, character education has been an instructional requirement, grades K-12, since 1995.

The foundation of the District’s character education requirement is the nine core values adopted by The School Board of Miami-Dade County, Florida in 1995. The District’s nine core values are: citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. Each month a different core value has been designated for emphasis in all classrooms throughout the District.

In November, students need to understand the importance of citizenship. Good citizenship includes obeying rules, laws, respecting others, and contributing positively to one’s school, community, and country.

In addition to the enclosed lessons for Veterans Day, teachers may further emphasize the core value of citizenship through the following lesson ideas.

Citizenship:

- To begin the discussion of good citizenship, have students complete the following:

  True     False

  ___   ___    I take responsibility for what goes on in my community.

  ___   ___    I do my part for the common good.

  ___   ___    I participate in community service.

  ___   ___    I help take care of the environment.

  ___   ___    I obey the law.

I think I am/am not a responsible person because:________________________
• Further discuss the meaning of good citizenship and identify attributes often demonstrated by good citizens (e.g. working with the community, volunteering time, standing up for a cause). Ask each student to identify an adult in their life they would name as a good citizen. Assign them the task of setting up an interview with that person. They may choose questions such as the following:
  o What characteristics are demonstrated by good citizens?
  o Do you think you are a good citizen? Why?
  o What do you do at home, work, and in the community to demonstrate good citizenship?
  o What cause(s) do you support? Why?
  o What kind of volunteer work do you do?

• Research a person or group that are working for the common good and making the world a better place. Describe what they are doing and how they are making a difference.

• From a newspaper, magazine, TV show, or movie, identify an act of poor citizenship displayed by someone who should know better. Write a letter of criticism to this person with the intention of trying to convince him or her to become a more responsible citizen. Provide specific ways in which this person can improve his/her behavior.

• Write a speech describing the essential balance of rights and responsibilities in our democracy. Try to convince your fellow classmates that in a democracy the preservation of our rights depends on our exercise of responsibility.

• Have students visit this website: www.goodcharacter.com and click "Opportunities for Action." Examine the opportunities to become involved in community service projects and other activities relating to citizenship and civic responsibility.

• Have the class identify needs in the school or community, and plan a service project to meet those needs. For help in planning a service project, visit www.goodcharacter.com and click "service learning."

• In November, we observe Veterans Day. Ask older students to research current events affecting today’s veterans. Ask them to report back regarding how the issues affecting today’s veterans could be corrected through Citizen Involvement or change/amendments to current legislation.
Anti-Discrimination Policy

Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964 as amended** - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA) as amended** - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963 as amended** - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.


**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)** - Prohibits discrimination against employees or applicants because of genetic information.

*Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.*

**In Addition: School Board Policies 1362, 3362, 4362, and 5517** - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited. Rev. (05-12)