Act **OF DUTY**

A Teacher Utilization Guide

45 49
wneo · weao

www.pbs4549.org/duty

Overview

PBS 45 & 49's **Act of Duty** talks with more than a dozen northeast Ohio men and women who share their first-hand experience of battle and how it has shaped their lives. This enlightening look into the lives of U.S. veterans is shared against a backdrop of footage featuring scenes of war, airplanes, naval vessels, veterans' cemeteries and newspaper headlines. The program also features an interview with Retired General Norman Schwarzkopf.

Act of Duty is structured in four segments (although sections are not labeled as such):

- **Segment 1** defines who is a veteran and covers the Civil War and Decoration Day (which is now called Memorial Day).

- **Segment 2** starts with World War I and includes information about the Tomb of the Unknown Soldier.

- **Segment 3** covers World War II and Korea.

- **Segment 4** covers Vietnam, the Gulf War and how veterans feel about the United States. Those who served explain their roles both during and after war.

The **Act of Duty** Web site includes lessons and information on the following:

- **Veterans Holidays** — Memorial Day and Veterans Day

- The **wars** covered in the video — Civil War, World War I, World War II, Korean War, Vietnam and the Gulf War

- **War Monuments** — Arlington National Cemetery, The War Dog Memorial, Korean War Veterans Memorial, Korean War Children's Memorial, National Korean War Memorial, National World War II Monument, Vietnam Veterans Memorial, Vietnam Women's Memorial and the Vietnam Veterans Memorial Wall

- **Topics of Interest** — Dropping the Bomb, Holocaust, Women in War, African-Americans in War

Because the scope of this program runs from the Civil War through the Gulf War, it is important that students understand the timing of these events, the amount of time that was covered by each war and the relative importance of that war. Constructing a timeline and displaying it in the classroom is a good introductory step in this process. The events and the times to be covered are:

Civil War (1861-1865)
Memorial Day Named (began 1868; in 1971, celebration date changed to last Monday in May)
Armistice Day Named (Nov. 11, 1919)
    Change to **Veterans Day** (1953 — became a federal holiday celebrated first Monday in November)
World War I (1914-1919) (American involvement: 1917-1918)
World War II (1939-1945) (American involvement: 1941-1945)
Korean War (1950-1953)
Vietnam War (1957-1975)
Gulf War (1990-1991)

(It's important when making a timeline to keep the intervals of years consistent. All years need to be included even though there are spans of time during which there were no wars.)

Depending upon the age of the student, there are several approaches to making this timeline:

Elementary The teacher could have the timeline made up and have cards that identify the important events and the dates for that event. Students could find the place on the timeline and place the card at the appropriate place.

Middle School and High School Each group of students could be given an event and told to find the dates of the event. The class could, as a whole, develop the timeline or one group could make the timeline and the remaining groups could put the information that they gathered on it.

A second approach that could be used in the presentation of this program is to invite a veteran or a group of veterans to your classroom to talk to the students about their experiences in war. A local VA facility (medical center, benefits office or organizations such as the VFW) can provide speakers for your program. To contact your local VA facilities, look under the Department of Veterans Affairs in the Federal Government listings in the local telephone directory.

Act of DUTY
OF
Holidays
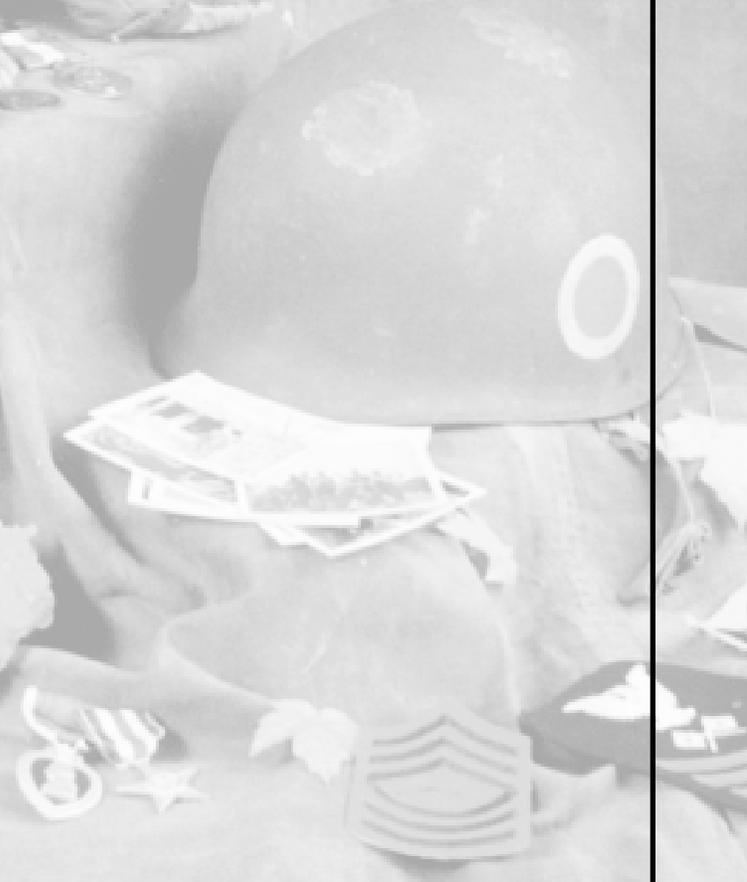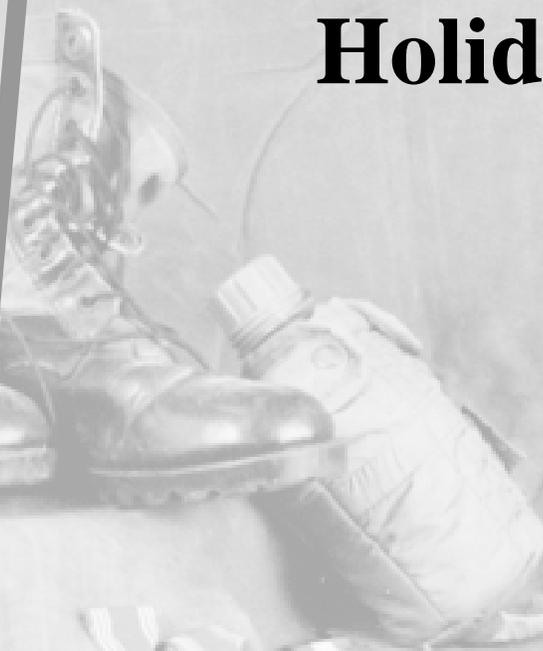
Memorial Day

A Brief History

Memorial Day, originally called Decoration Day, is a day of remembrance of those who served our nation—who contributed their *Act of Duty.* On May 5, 1868, Retired Major General Jonathan A. Logan planned a ceremony in which veterans who made it through the Civil War decorated the tombs of their comrades. On May 30, 1868, Henry Welles of New York suggested that the town close to honor soldiers of the Civil War. These ceremonies were combined to create Decoration Day. In 1882, the name was changed to Memorial Day and soldiers who died in previous wars were also honored. In 1971 President Richard Nixon declared Memorial Day a federal holiday to be celebrated on the last Monday in May.

Memorial Day is not only limited to war veterans, but is also a day for personal remembrances. Church services, visits to cemeteries and silent tributes make this day one of solemnity and reflection.

Memorial Day http://www.usis.usemb.se/Holidays/celebrate/memorial.html
Memorial Day: In Memory of Our Honored Dead http://www.usmemorialday.org
Memorial Day http://www.geocities.com/Heartland/2328/memday.htm
Memorial Day Links http://members.cyberz.net/jkeepes/memorial.htm
Memorial Day http://www.theholidayspot.com/memorialday
Memorial Day: A Time for Healing http://www.johnshepler.com/articles/memorialday.html
Memorial Day http://www.rootsweb.com/~nyseneca/memorial.htm
Military Women Veterans Yesterday-Today-Tomorrow http://userpages.aug.com/captbarb

Activity

Objective:

Student will plot and name (on a world map) the locations of the wars we studied and will write the names of the places and the number of American casualties.

Procedure:

1. Break the students into groups of two or three. Have students go to the Web site titled "Number of Americans Killed/Wounded in Action" at http://members.aol.com/usregistry/allwars.htm or go to page 7 of this guide for a copy of that page.

2. Locate and label the following places on a world map. (To print out a world map, go to http://www.un.org/Depts/Cartographic/map/profile/world.pdf.)

a. United States	f. Vietnam	j. Japan
b. Russia	g. Cambodia	k. Saudi Arabia
c. Germany	h. North Korea	l. Kuwait
d. Austria	i. South Korea	m. Iraq
e. Europe		

3. On the back of the map, students will write which countries were involved in which wars and then write the number of casualties that occurred during that war.

Evaluation:

For a perfect paper, the students should have all of the countries labeled correctly and the number of casualties in each war.

Answers:

Years	War	Killed	Wounded	Dollar Cost
1861-1865	Civil War, North	363,020	281,104	–
1861-1865	Civil War, South	199,110	137,102	
1917-1918	World War I	116,708	204,002	$33 billion
1941-1945	World War II	408,306	670,846	$360 billion
1950-1953	Korean War	54,246	103,284	$50 billion
1957-1975	Vietnam War	58,219	153,356	$111 billion
1990-1991	Persian Gulf War, Operation Desert Storm	363	357	$61 billion

Enrichment:

Have students complete the Memorial Day Internet Treasure Hunt on .

Numbers of Americans Killed/Wounded, by Action

Permission granted to link to this site: http://members.aol.com/usregistry/allwars.htm

Years	War	Killed	Wounded	Dollar Cost
1775-1783 [1]	Revolutionary War	25,324	8,445	–
1789	Indian Wars	6,125	2,156	–
1798-1800	Franco-American Naval War	20	42	–
1801-1815	Barbary Wars	35	64	–
1812-1815	War of 1812	2,260	4,505	–
1814	Marquesas Islands	4	1	–
1822-1825	West Indies	3	5	–
1832	Sumatra	2	11	–
1835-1836	Texas War of Independence	704	138	–
1846-1848	Mexican War	13,283	32	–
1855	Fiji	1	2	–
1859-1860	Texas Border Cortina War	5	18	–
1861-1865 [2]	Civil War, North	363,020	281,104	–
1861-1865 [2]	Civil War, South	199,110	137,102	–
1853	Japan	5	6	–
1867	Formosa	1	0	–
1870	Mexico	1	4	–
1871	Korea	4	10	–
1898	Spanish American War	2,893	1,637	–
1899-1902	Philippines War	4,273	2,840	–
1899	Samoa	4	5	–
1900	China Boxer Rebellion	53	253	–
1902-1913	Moro Campaigns	130	300	–
1904	Dominican Republic	1	0	–
1911-1919	Mexico	19	69	–
1912	Nicaragua	5	16	–
1915-1920	Haiti	146	26	–
1916-1922	Dominican Republic	144	50	–
1917-1918	World War I	116,708	204,002	$33 billion
1918-1919	Russia, North Expedition	246	307	–
1918-1920	Russia, Siberia Expedition	170	52	–

1921-1941	China Yangtze Service	5	80	–
1927- 1932	Nicaragua	136	66	–
1941	North Atlantic Naval War	141	44	–
1941-1945	World War II	408,306	670,846	$360 billion
1945-1947	Italy Trieste	6	14	–
1945-1947	China Civil War	12	42	–
1950-1953	Korean War	54,246	103,284	$50 billion
1954	Matsu and Quemoy	3	0	–
1957-1975	Vietnam War	58,219 [3]	153,356	$111 billion
1958-1984	Lebanon	268	169	–
1962	Cuba	9	0	–
1964	Panama Canal Riots	4	85	–
1965-1966	Dominican Republic	59	174	–
1966-1969	South Korea	89	131	–
1967	Israel Attack/USS Liberty	34	171	–
1980	Iran	8	0	–
1980-1991	Terrorism	28	0	–
1983	Grenada	19	100	$76 million
1983-1991	El Salvador	20	0	–
1984-1989	Honduras	1	28	–
1986	Libya	2	0	–
1987 [4]	Persian Gulf	148	467	–
1989-1990	Panama	40	240	$16 million
1990-1991	Persian Gulf, Operation Desert Storm	363	357	$61 billion
1991-1992	Somalia, Operation Restore Hope	8	–	$.52 billion
2000	Yemen, USS Cole	17	–	–

(1) Includes Indian scouts, private militia, civilians fighting with Army or Navy
(2) Adjusted for post-war related deaths
(3) To be adusted yearly with post-combat deaths
(4) 3 combat, 148 terrorist casualties

Source: http://members.aol.com/usregistry/allwars.htm

A Memorial Day Internet Treasure Hunt

This hunt can be found at http://www.education-world.com/a_lesson/lesson119.shtml#Memorial%20Day

Challenge students to use the Web resources listed below to learn more about the history of Memorial Day. Answer Key to the Treasure Hunt questions is on page 10.

1. **Web resource:** Memorial Day at http://wilstar.com/holidays/memday.htm

   When and why do we celebrate Memorial Day?

   _____
   _____

2. **Web resource:** Seneca County Memorial Day at http://www.rootsweb.com/~nyseneca/memorial.htm

   By what name was Memorial Day known when the first Memorial Day Order (General Order #11) was issued?

   _____

3. **Web resource:** National Memorial Day Concert at http://www.pbs.org/memorialdayconcert

   Where does the National Memorial Day Concert take place?

   _____

4. **Web resource:** American War Library — Soldiers Killed at http://members.aol.com/usregistry/allwars.htm

   In which war was the greatest number of American soldiers killed?

   _____

5. **Web resource:** Weldon McCoy Barr at http://www.bright.net/~hhelser/dad's.html

   On what date did Sergeant Weldon McCoy Barr record in his diary the signing of the armistice that ended WWI?

   _____

6. **Web resource:** Women Veterans at http://userpages.aug.com/captbarb

   About how many U.S. women veterans are there?

   _____

7. **Web resource:** "The Wall" at http://www.vietvet.org/thewall.htm

   Who designed the Vietnam Veterans Memorial in Washington, D.C.?

   _____

8. **Web resource:** Memorial Day Quotes on War and Peace at http://virtual-markets.net/vme/memorial/dvmquote.html#augustine

   According to St. Augustine, what is the purpose of all war?

   _____

A Memorial Day Internet Treasure Hunt Answer Key

This hunt can be found at http://www.education-world.com/a_lesson/lesson119.shtml#Memorial%20Day

1. **Web resource:** Memorial Day at http://wilstar.com/holidays/memday.htm

   When and why do we celebrate Memorial Day? Memorial Day, observed on the last Monday in May, is the day on which we honor all those members of the armed forces who died in service to their country. It is also a time to remember the ideals for which they died.

2. **Web resource:** Seneca County Memorial Day at http://www.rootsweb.com/~nyseneca/memorial.htm

   By what name was Memorial Day known when the first Memorial Day Order (General Order #11) was issued? On May 5, 1868, General John A. Logan issued General Order No. 11 designating Decoration Day, later called Memorial Day, as a day to honor "comrades who died in defense of their country."

3. **Web resource:** National Memorial Day Concert at http://www.pbs.org/memorialdayconcert

   Where does the National Memorial Day Concert take place? The National Memorial Day Concert, aired by PBS stations nationwide, is broadcast live from the west lawn of the U.S. Capitol in Washington, D.C.

4. **Web resource:** American War Library – Soldiers Killed at http://members.aol.com/usregistry/allwars.htm

   In which war was the greatest number of American soldiers killed? In the American Civil War, 562,130 Americans were killed.

5. **Web resource:** Weldon McCoy Barr at http://www.bright.net/~hhelser/dad's.html

   On what date did Sergeant Weldon McCoy Barr record in his diary the signing of the armistice that ended WWI? Weldon Barr recorded the following in his diary: "November 11, 1918: The Armistice was signed at 5 A.M." Today, this date is celebrated in many places as Veterans Day.

6. **Web resource:** Women Veterans at http://userpages.aug.com/captbarb

   About how many U.S. women veterans are there? There are almost two million women veterans. Women have served in some way in every conflict from the American Revolution to Operation Allied Force around Kosovo.

7. **Web resource:** "The Wall" at http://www.vietvet.org/thewall.htm

   Who designed the Vietnam Veterans Memorial in Washington, D.C.? Maya Lin, at the time a Yale architectural student, designed "The Wall," the Vietnam Veterans Memorial in Washington, D.C.

8. **Web resource:** Memorial Day Quotes on War and Peace at http://virtual-markets.net/vme/memorial/dvmquote.html#augustine

   According to St. Augustine, what is the purpose of all war? According to St. Augustine, "The purpose of all war is peace."

A Brief History

In 1918, armistice was signed! World War I, the "war to end all wars," was over. The world celebrated the signing of the peace document — signed on the eleventh hour of the eleventh day of the eleventh month! The world rejoiced.

Congress set aside Nov. 11, 1919, as Armistice Day. In 1938, 20 years after the war ended, Congress voted Armistice Day a federal holiday.

In 1953 Congress passed a bill to rename the federal holiday to Veterans Day to honor veterans of all wars. The date was changed from Nov. 11 to the second Monday in November.

For more information about Veterans Day, go to...

Origins of Veterans Day http://www.vfw.com/amesm/origins.shtml
Peace and Bread in Time of War http://www.boondocksnet.com/editions/peace/index.html
Pictures of the Past: World War I http://www.users.zetnet.co.uk/dms/past/ww1index.html
A Salute to our Nation's Heroes: Veterans Day http://www.jeannepasero.com/vets.html
Veterans Day http://www.usis.usemb.se/Holidays/celebrate/Veterans.html
World War I (1914-1918) (African-American information) http://www.ritesofpassage.org/mil_wwone.htm
World War I: Thirty Thousand Women Were There http://userpages.aug.com/captbarb/femvets4.html

Activity

Objective:

Students will be able to understand the events which led to the observance of Veterans Day as a national holiday.

Procedure:

1. Break the students into groups.

2. Each group of students will select a topic from the list below. Have students use the Web sites listed above to find information on their topics.

   a. Make a timeline listing the events that led up the observance of Veterans Day as a national holiday.

   b. Since World War I was a world war, find out how the ending of the war was celebrated in other countries and report it as if you were a newspaper writer.

   c. Make a PowerPoint slide show depicting events of World War I and use both text and clips found from the above sources.

   d. Find out the role of women in World War I and make a presentation to the class of your findings.

   e. Find out the role of African-Americans in World War I and make a presentation to the class of your findings.

3. Each group will do research on its topic using the resources listed above.

4. Class presentations will be made.

Enrichment:
Invite members of veterans organization to come to school and make a presentation about why Veterans Day is important. Students can prepare questions ahead of time to ask the speaker.
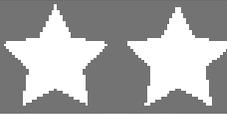
Evaluation:
The following rubric will be used to evaluate student presentations:

Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9

Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score:_____

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Act ★★ OF DUTY

Wars

Civil War

Brother against brother. A Union divided. A nation in turmoil. These are the images evoked when we think about or study the Civil War. Our nation was divided into North and South. Economically, the North was industrial, the South was agricultural. The North believed that slavery should not exist. The South depended upon slavery for the operation of the farms and plantations. The North believed in a strong federal government and the South believed states' rights were supreme. These issues brought about a war in which we fought against ourselves.

Remnants of that war remain today. Segregation and discrimination are still issues in our society. Find out more about the Civil War by completing the exercises below.

Causes of the Civil War http://members.aol.com/jfepperson/causes.html
Civil War Timeline http://memory.loc.gov/ammem/cwphtml/tl1861.html
Civil War Homepage http://sunsite.utk.edu/civil-war/warweb.html
Outline of the Civil War from Great American History http://members.tripod.com/
~greatamericanhistory/gr02007.htm
Women Soldiers of the Civil War http://www.nara.gov/publications/prologue/women1.html
American Women in the Civil War, 1861-1865 http://gendergap.com/military/usmil3.htm

Activity 1

Objective:
Students will investigate the goals of the North and the South in the Civil War.

Procedure:
1. Students will break into groups.

2. Each group will divide a paper in half and label one half North and the other half South

Under each heading, students should list the following topics about the North and the South (students should use the Web sites listed above to do their research):

      a. The goal of each side

      b. The political structure

      c. The cultural differences

      d. The economic differences

      e. The climate differences

Evaluation:

CATEGORY	100	90	80	70
Amount of Information	All topics are addressed and all questions answered.	All topics are addressed and most questions answered.	All topics are addressed but information is sketchy.	One or more topics are not addressed.

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Activity 2

Objective:

Students will identify people who played a key role in the Civil War.

Procedure:

1. Students will work in pairs.

2. The pair will pick one person who played a significant role in the Civil War. They will do research on this person.

3. They will make a poster citing key facts about this person. Facts can be found using the Web sites below or through available print material. At least five facts should be used. The top of the poster will be labeled WHO AM I? The name of the person will be placed on the back of the poster.

4. Posters will be numbered and displayed around the classroom.

5. Students will number their papers and go around the room and try to identify the person described in each poster.

6. A prize could be awarded to the pair that correctly names the most people on the posters. (The teacher could give a list of people who are named on the posters and the students could match the names with the posters.)

Key People:

Abraham Lincoln http://members.aol.com/RVSNorton/Lincoln2.html
Jefferson Davis http://ngeorgia.com/people/davisj.html
William Seward http://www.tulane.edu/~latner/Seward.html
Stephen Douglas http://www.aboutfamouspeople.com/article1161.html
Robert E. Lee http://members.tripod.com/~jrw6/lee.htm
Thomas "Stonewall" Jackson http://xroads.virginia.edu/~UG97/stone/jackson.html
Ulysses S. Grant http://www.mscomm.com/~ulysses
William Tecumseh Sherman http://ngeorgia.com/people/shermanwt.html

Evaluation:

The poster should be titled WHO AM I? and cite five facts about the person; the name of that person should be listed on the back as well as the students' names. The teacher can evaluate based on the content of the poster and the students' ability to follow directions.

Enrichment:

Students will do the Civil War crossword puzzle. Students will use the following words: abolitionist, civil rights, Confederacy, discrimination, secede, segregation, Union.

The Civil War Crossword Puzzle
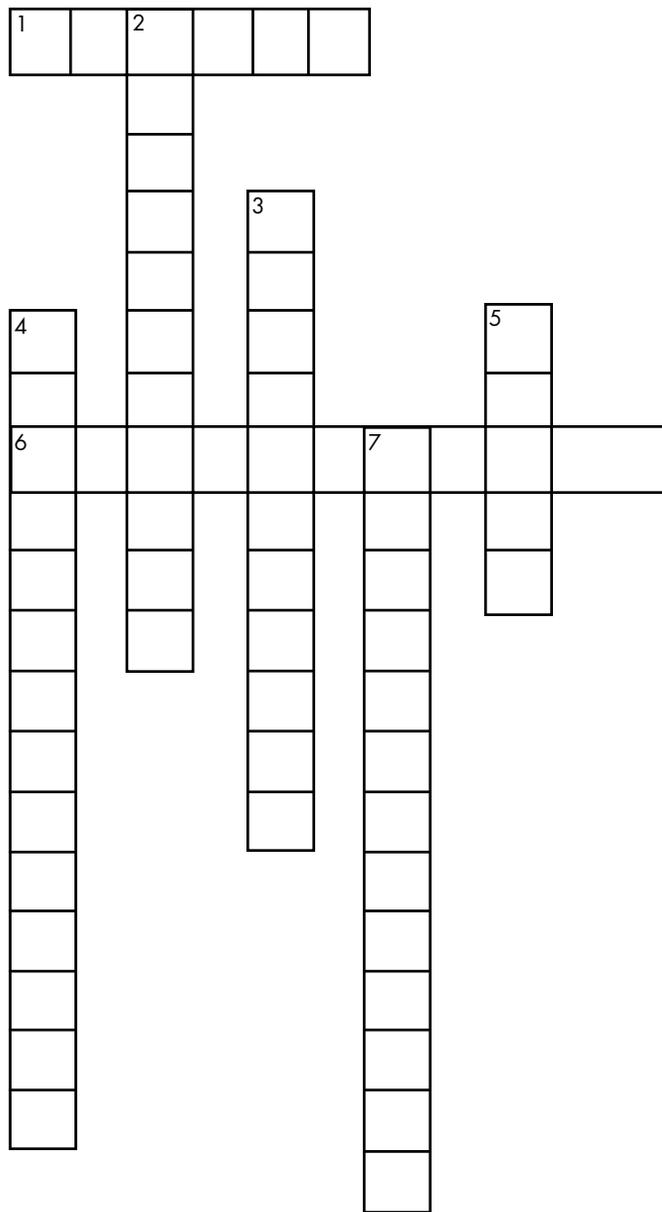
Across

1. To leave
6. Separation of the races

Words to Use

abolitionist
civilrights
Confederacy
discrimination
secede
segregation
Union

Down

2. The personal freedoms granted by the Constitution
3. The South
4. To treat someone as different due to race or other factors
5. The North
7. A person who worked for the end of slavery

Who could have imagined an entire planet at war? What caused the world to be at war? Was it the assassination of Archduke Ferdinand of Austria? Was it the rise of labor or women's demands for equal rights? Was it the desire of Germany for a larger empire? Find out how the United States was drawn into the war. Look at the terrible effects of war on the lives of those who served by viewing some of the sites and doing the activities below.

The Great War Interactive Timeline http://www.pbs.org/greatwar/timeline/index.html
The Great War and the Shaping of the 20th Century http://www.pbs.org/greatwar
Encyclopedia of the First World War http://www.spartacus.schoolnet.co.uk/FWW.htm
In the Trenches: The Soldier's Experience in World War I http://www.people.virginia.edu/%7eegl2r/wwi.html
Veteran and Military World War I Web Sites http://members.aol.com/veterans/warlib6d.htm
First World War.com http://www.firstworldwar.com

Activity 1

Objective:
Students will create a graph of the statistics surrounding World War I.

Procedure:
l. Break the students into pairs

2. Have the students go to the Web site at http://www.spartacus.schoolnet.co.uk/FWWdeaths.htm or use page 19 of this guide.

3. Students can make one of the following graphs:

   a. A bar graph showing the percentage of casualties to those mobilized.

   b. A scatter plot comparing the total mobilized and the number killed. (More advanced students can make a line of best fit and find the slope of the line.)

   c. A scatter plot comparing the total mobilized and the total casualties. (More advanced students can make a line of best fit and find the slope of the line.)

4. Students will write a paragraph explaining the content of the graph. This description should give numerical examples of the information, e.g. "This graph shows that the Russians had 76.3% of those who mobilized as casualties where the United States had only 8.2%."

Evaluation:
For full credit, graphs should have:
• the axis labeled
• consistent intervals on the graph
• a title
• a written explanation of the graph that has numbers in the explanation.

Activity 2

Objective:
Students will identify people who played a key role in the World War I.

Procedure:
1. Students will work in pairs.

2. The pair will pick one person who played a significant role in the World War I and will do research on this person.

3. Students will make a poster citing key facts about this person. Facts can be found using the Web sites below or available print materials. At least five facts should be cited. The top of the poster will be labeled WHO AM I? The name of the person will be identified on the back of the poster.

4. Posters will be numbered and displayed around the classroom.

5. Students will number their papers and go around the room and try to identify the person described in each poster.

6. A prize could be awarded to the pair that correctly names the most people on the posters. (The teacher could give a list of people who are named on the posters and the students could match the names with the posters.)

Key People
Kaiser Wilhelm II http://www.spartacus.schoolnet.co.uk/FWWkaiser.htm
Tsar Nicholas http://www.spartacus.schoolnet.co.uk/FWWtsar.htm
Rasputin http://darter.ocps.net/classroom/who/darter1/rasputin.htm
Woodrow Wilson http://www.woodrowwilsonhouse.org/aboutfr.htm
Vladimir Ilyach Lenin http://www.marxists.org/archive/lenin/bio/index.htm

Evaluation:
The poster should be titled WHO AM I? and cite five facts about the person; the name of that person should be listed on the back as well as the students' names. The teacher can evaluate based on the content of the poster and the students' ability to follow directions.

These lesson plans are available on the Web.
Assassination of Archduke Ferdinand Be a reporter and write a story about the assassination of the Archduke. Go to http://www.spartacus.schoolnet.co.uk/A2FWW.htm.

The Outbreak of the War From a list of possible causes of the war, determine which you think are the top five causes and why. Check out http://www.spartacus.schoolnet.co.uk/A4FWW.htm.

Who Was Responsible for World War I? A WebQuest Find some answers at http://www.esc20.net/etprojects/formats/webquests/misc99/wwl/wwi.htm.

"Hezzie" Goes to War Parallels can be drawn between the current conflicts and the past. Find out more at http://coas.missouri.edu/anthromuseum/pattrickwwi.

Statistics for World War I

Source: http://www.spartacus.schoolnet.co.uk/FWWdeaths.htm

Country	Total Mobilized	Killed/Died	Wounded	Prisoners or Missing	Total Casualties	Casualties % of Mobilized
Allied Powers						
Russia	12,000,000	1,700,000	4,950,000	2,500,000	9,150,000	76.3
France	8,410,000	1,357,800	4,266,000	537,000	6,160,800	76.3
British Empire	8,904,467	908,371	2,090,212	191,652	3,190,235	35.8
Italy	5,615,000	650,000	947,000	600,000	2,197,000	39.1
United States	4,355,000	126,000	234,300	4,500	364,800	8.2
Japan	800,000	300	907	3	1,210	0.2
Romania	750,000	335,706	120,000	80,000	535,706	71.4
Serbia	707,343	45,000	133,148	152,958	331,106	46.8
Belgium	267,000	13,716	44,686	34,659	93,061	34.9
Greece	230,000	5,000	21,000	1,000	17,000	11.7
Portugal	100,000	7,222	13,751	12,318	33,291	33.3
Montenegro	50,000	3,000	10,000	7,000	20,000	40.0
Total	**42,188,810**	**5,152,115**	**12,831,004**	**4,121,090**	**22,104,209**	**52.3**
Central Powers						
Germany	11,000,000	1,773,7000	4,216,058	1,152,800	7,142,558	64.9
Austria-Hungary	7,800,000	1,200,000	3,620,000	2,200,000	7,020,000	90.0
Turkey	2,850,000	325,000	400,000	250,000	975,000	34.2
Bulgaria	1,200,000	87,500	152,390	27,029	266,919	22.2
Total	**22,850,000**	**3,386,200**	**8,388,448**	**3,629,829**	**15,404,477**	**67.4**
Grand Total	**65,038,810**	**8,538,315**	**21,219,452**	**7,750,919**	**37,508,686**	**57.6**

World War II

1919 – World War I was over! People believed that this would never happen again. But during the 1920s and 30s, a charismatic leader, Adolf Hitler, rose to power. Once again, Europe was engaged in war. Some in the United States believed that this was a European War and we should not be involved. This changed dramatically when, in 1941, Japan attacked Pearl Harbor, Hawaii. Once again we were plunged into war. As Japan stated, the "sleeping giant" was awakened. Find out more about the war by doing the exercises below.

Life Interrupted: The Japanese-American Experience in WW II in Arkansas
   http://www.lifeinterrupted.org
Grolier Online – World War II http://gi.grolier.com/wwii/wwii_i.html
World War II War Memorial http://www.wwiimemorial.com
Prelude to War (tells about the Allied and Axis powers involved in the war)
   http://www.euronet.nl/users/wilfried/ww2/foreword.htm#top
The Impact of War http://www.euronet.nl/users/wilfried/ww2/epilogue.htm#top
A World of War: History of WW II 1939-1945 http://www.euronet.nl/users/wilfried/ww2/main.htm#top
Military History http://www.emayzine.com/lectures/WWII.html
Navaho Code Talker http://www.history.navy.mil/faqs/faq61-2.htm

Activity I

Objective:

Students will compare and contrast World War I and World War II.

Procedure:

1. Divide the students into groups

2. Have the students divide a sheet of paper in half. Label one half World War I and the other half World War II.

3. Under each heading, have the students fill in information about the following areas (use the Web sites listed above):

   a. Dates each war began and ended

   b. Who our allies were

   c. Who we were fighting

   d. When we entered the war

   e. Mortality rate for each war

   f. Reasons why we entered the war

   g. Consequences of the war

Evaluation:

CATEGORY	100	90	80	70
Amount of Information	All topics are addressed and all questions answered.	All topics are addressed and most questions answered.	All topics are addressed but information is sketchy.	One or more topics are not addressed.

Activity 2

Objective:

Students will identify people who played a key role in the World War II.

Procedure:

1. Students will work in pairs.

2. The pair will pick one person who played a significant role in World War II and do research on this person.

3. Students will make a poster citing key facts about this person. Facts can be found using the Web sites below or available print materials. At least five facts should be cited. The top of the poster will be labeled WHO AM I? The name of the person will be identified on the back of the poster.

4. Posters will be numbered and displayed around the classroom.

5. Students will number their papers and go around the room and try to identify the person described in each poster.

6. A prize could be awarded to the pair that correctly names the most people on the posters. (The teacher could give a list of people who are named on the posters and the students could match the names with the posters.)

Key People

Adolf Hitler http://remember.org/Facts.root.hitler.html

Winston Churchill http://www.cwrl.utexas.edu/~vfores/churchill.html

Franklin D. Roosevelt http://members.aol.com/FDRmem

George C. Marshall http://www.marshallfoundation.org

Benito Mussolini http://www.spartacus.schoolnet.co.uk/FWWmussolini.htm

George S. Patton http://www.bobtuley.com/georgepatton.htm

Neville Chamberlain http://www.infoplease.com/ce6/people/A0811259.html

Douglas MacArthur http://faculty.washington.edu/kendo/macarthur.html

Evaluation:

The poster should be titled WHO AM I? and cite five facts about the person; the name of that person should be listed on the back as well as the students' names. The teacher can evaluate based on the content of the poster and the students' ability to follow directions.

Activity 3

Objective:

Students will write two paragraphs about a World War II poster – one giving objective commentary and the other describing their feelings about the poster.

Procedure:

1. Select one of the posters from **Poster Art From World War II** at http://www.archives.gov/exhibit_hall/powers_of_persuasion/powers_of_persuasion_home.html.

2. You are to write two paragraphs about that picture. The first paragraph should give an **objective observation** of that picture. The second paragraph should be a **subjective observation**.

   An **objective observation** gives the facts of the picture. Readers should be able to see the picture in their minds by reading your evaluation.

   A **subjective observation** describes your personal feels about the subject matter in the picture. You might make statements like "This picture makes me think that..." or "I feel .....when I look at this picture because..."

Evaluation:

Sample Writing Rubric

	Criteria				Points
	1	2	3	4	
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content but is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	____
Grammar and Spelling	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three spelling errors and/or grammatical errors.	Presentation has no more than two spelling errors and/or grammatical errors.	Presentation has no spelling errors and no grammatical errors.	____
Neatness	Work is illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	____
				Total	____

In 1950, the North Koreans crossed the 38th parallel and invaded South Korea. Once again America was pulled into a conflict through a call for assistance from the United Nations. China also entered this fracas to keep the "hostile American forces" away from the Yalu River. The Korean War was the United States' first "unpopular war." Neither the public nor the military completely supported or understood the mission. In 1950 a truce was signed ending the war.

Korea + 50: No Longer Forgotten http://www.trumanlibrary.org/korea/index.html
Military History: Korean War (1950-1953) http://korea50.army.mil
The Korean War http://www.korean-war.com
The Korean War Factbook http://www.skalman.nu/koreanwar
Links (to Korean War) http://www.skalman.nu/koreanwar/links.htm
North-South Joint Declaration http://newsvote.bbc.co.uk/hi/english/world/asia-pacific/
     newsid_791000/791691.stm

Activity 1

Objective:
   Students will make a presentation to answer questions about the Korean War.

Procedure:
   l. Divide the students into groups of two or three.

   2. Each group will select one of the questions listed below and do research to find the answer to the question (using the Web sites listed above).

        a. How was it decided that the 38th parallel would be the dividing line between North and South Korea?

        b. Why did North Korea cross the 38th parallel in 1950 and what were the consequences of their actions?

        c. Why was China brought into the picture during the Korean War?

        d. What is the chronology of the Korean War? Make a timeline.

        e. How did the Korean War end?

        f. What is the relationship between North and South Korea today?

   3. Students will make a presentation to the class on the material they learned in their research. Presentations can be made on poster board or using presentation software (Publisher, PowerPoint, HyperStudio, etc.). Students may choose to create a skit, make a public service announcement, write a play or use another method of presenting their material to the class.

Evaluation:

The following rubric will be used to evaluate the projects:

Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9

Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score:_____

Powered by Teach-nology.com- The Web Portal for Educators! (http://www.teach-nology.com)

Activity 2

Objective:

Students will identify people who played a key role in the Korean War

Procedure:

1. Students will work in pairs.

2. The pair will pick one person who played a significant role in the Korean War and will do research on this person.

3. Students will make a poster citing key facts about this person. Facts can be found using the Web sites below or available print materials. At least five facts should be cited. The top of the poster will be labeled WHO AM I? The name of the person will be identified on the back of the poster.

4. Posters will be numbered and displayed around the classroom.

5. Students will number their papers and go around the room and try to identify the person described in each poster.

6. A prize could be awarded to the pair that correctly names the most people on the posters. (The teacher could give a list of people who are named on the posters and the students could match the names with the posters.)

Key People
Harry Truman: The American Presidency http://gi.grolier.com/presidents/aae/bios/33ptrum.html
Douglas MacArthur http://faculty.washington.edu/kendo/macarthur.html
Matthew Ridgeway http://www.arlingtoncemetery.com/ridgway.htm
Dwight D. Eisenhower http://www.angelfire.com/wa2/eisenhower

Evaluation
The poster should be titled WHO AM I? and cite five facts about the person; the name of that person should be listed on the back as well as the students' names. The teacher can evaluate based on the content of the poster and the students' ability to follow directions.

In 1969, the United States was involved in a conflict that was very controversial. The support of many American citizens was lacking. Opinions about the war were strikingly different. Some believed that Americans were in Vietnam to protect democracy and preserve human freedom. Others believed that we had no right to involve ourselves in a civil war taking place on the other side of the world. Many felt that American soldiers should not be asked to serve in a conflict where the goals were so nebulous.

This was America's longest war (18 years of military involvement) and its first defeat.

Use the activities below to find out more about this conflict.

History of the Vietnam War http://www.vwam.com/vets/hisintro.html
Vietnam Online http://www.pbs.org/wgbh/amex/vietnam/index.html
The Vietnam War: Past and Present http://www.tappedin.org/info/teachers/vietnam1.htm
The Vietnam Picture Archives http://www.ibiblio.org/vietnam
Vietnam: Yesterday and Today http://servercc.oakton.edu/~wittman
The Wars for Vietnam 1945-1975 http://vietnam.vassar.edu
The Vietnam Veterans Memorial Wall Page http://thewall-usa.com
Teach Vietnam: Echoes From the Wall http://www.teachvietnam.org

Activity 1

Objective:
Students will write an expository article and create a newspaper about Vietnam.

Procedure:
l. Break the students into groups of four or five.

2. Have each person in the group write an article as a response to one of these questions (students will use the Web resources listed above or print material available to them):

   a. Who fought against whom in the Vietnam War?

   b. What were the causes of the conflict?

   c. What was the public sentiment about the war?

   d. How did the war change when President Nixon came into office?

   Students need to remember that a newspaper article is factual. They are to give information to their audience. They are to cite specific examples, individuals or facts.

3. As a group, students are to write two letters to the editor. One letter should give support for the war and the second should be in opposition to the war.

4. Students may include other items in their newspaper, such as political cartoons, editorials, etc.

5. Students may present their newspapers either using a computer (using Microsoft Publisher, PageMaker, etc.) or mounting their articles on poster board. Newspapers should have a name.

Evaluation:
Do both an individual and a group evaluation for this project.

Group evaluation:
Your team will be given a group grade on your project from 0 to 100 points. (Bonus points will be given for submissions beyond the five articles.) Your total score will then be multiplied by the number of people in your group. Your group can then divide the total score in whatever way you would like. For example, your group of three people gets 86% for the total project. This will be multiplied by 3 for a total of 258 points. You could give each person 86 points or you could give one person that worked really hard 100 point and the other two each 79 points. You can divide your 258 points in any way your group would like so long as the total is 258 points. There must be consensus among the group members.

Criteria for total newspaper:

Overall content of articles 30

Readability 20

Follows directions 10

Research information (accuracy, citations, etc.) 10

Design clarity.. 10
   Use of color, neatness, etc.

Group participation.. 10

Effective use of time, discussion, cooperation... 10

Design creativity.. 5

Grammar, spelling.. 5

TOTAL 100

Individual Evaluation
Your individual grade is worth 50 points. This is based on the following:

- the accuracy of the information in your article

- the quality of the writing in your article

- whether the directions were carefully followed

- the grammar and spelling

- the citing of your sources

Activity 2

Objective:

Students will identify people who played a key role in the Vietnam War.

Procedure:

l. Students will work in pairs.

2. The pair will pick one person who played a significant role in the Vietnam War and will do research on this person.

3. Students will make a poster citing key facts about this person. Facts can be found using the Web sites below or available print materials. At least five facts should be cited. The top of the poster will be labeled WHO AM I? The name of the person will be identified on the back of the poster.

4. Posters will be numbered and displayed around the classroom.

5. Students will number their papers and go around the room and try to identify the person described in each poster.

6. A prize could be awarded to the pair that correctly names the most people on the posters. (The teacher could give a list of people who are named on the posters and the students could match the names with the posters.)

Key People:

Henry Kissinger http://www.who2.com/henrykissinger.html
Spiro Agnew http://bioguide.congress.gov/scripts/biodisplay.pl?index=A000059
Richard Nixon http://k2nesoft.com/esoteric/nixon.html
Gerald Ford http://www.americanpresident.org/KoTrain/Courses/GF/GF_In_Brief.htm
General Creighton Abrams http://www.arlingtoncemetery.com/abrams.htm
Nguyen Van Their http://www.encyclopedia.com/html/t/thieu-n1g.asp
Prince Sihanouk http://www.edwebproject.org/sideshow/history/sihanouk.html
Pol Pot http://archive.abcnews.go.com/sections/world/polpot618
Ho Chi Minh http://caribou.cc.trincoll.edu/classes_hist300/hochi.htm

Evaluation:

The poster should be titled WHO AM I? and cite five facts about the person; the name of that person should be listed on the back as well as the students' names. The teacher can evaluate based on the content of the poster and the students' ability to follow directions.

Gulf War

The Gulf War, also known as Operation Desert Storm, was a war of religious fervor. Or was it? Did Saddam Hussein want to make his country whole again, or was this a ploy to garner the oil reserves? In 1990 he invaded Kuwait and in less than four hours he had taken the country. Now he controlled 24 percent of the world's oil supplies. It seemed as if his next target was Saudi Arabia.

Saudi Arabia asked the United States for protection. The U.S. set a deadline for all Iraq forces to be out of Kuwait. Technology played a big part in our victory that was celebrated in 1991.

The Gulf War (Frontline) http://www.pbs.org/wgbh/pages/frontline/gulf
Desert Storm http://www.desert-storm.com
Desert Storm Pictures and Links http://www.eskimo.com/~ktlange/storm.html
Operation Desert Storm http://www.fas.org/man/dod-101/ops/desert_storm.htm
Chronology of the Gulf War http://www.pbs.org/wgbh/pages/frontline/gulf/cron
Weapons http://www.pbs.org/wgbh/pages/frontline/gulf/weapons
Neurological Dysfunction in Gulf War Veterans http://www.desert-storm.com/soldiers/report1.html
Operation Desert Shield/Desert Storm: Women Were There http://userpages.aug.com/captbarb/femvetsds.html
Persian Gulf War (what experts thought about the war) http://www.pbs.org/wgbh/pages/frontline/gulf/oral/decision.html
Women in U.S. Military During Desert Shield/Desert Storm http://www.history.navy.mil/faqs/faq48-3f.htm

Key People
Richard Cheney http://www.pbs.org/wgbh/pages/frontline/gulf/oral/cheney/1.html
General Norman Schwarzkopf http://www.pbs.org/wgbh/pages/frontline/gulf/oral/schwarzkopf/1.html
Colin Powell http://www.pbs.org/wgbh/pages/frontline/gulf/oral/powell/1.html
Tariq Aziz http://www.pbs.org/wgbh/pages/frontline/gulf/oral/aziz/1.html
Saddam Hussein http://www.geocities.com/tchase_2000/Iraq.html

Activity 1
Objective:
Student will become expert groups in an area of the Gulf War and present five facts to the class.

Procedure:
l. Students will break into groups of two or three.

2. Each group will select one question or statement from the list below:

a. Give a chronology of the Gulf War and Operation Desert Storm.

b. What were the key factors that brought the United States into the war?

c. Who were the main "players" in the war? In other words, what people were decision makers and what decisions did they make?

d. How was technology used to help the United States win the war?

e. What were some problems that the American soldiers encountered? (personal, medical, etc.)

f. How does this war compare to other wars that the United States has fought? (duration, loss of life, etc.)

g. What was the role of women in the Desert Storm conflict?

3. Students will find **five** key facts that they deem important about the question they have selected and write them on the worksheet provided on page 32.

4. Students will compose five questions — one pertaining to each of their five main facts — and write them on the worksheet. The questions from each group will be used as the final test for this section.

5. Students will determine a way to teach the rest of the class the five facts that they believe are important about their topic. They should think about how they learn best and try to model that in their presentation. The students could use multimedia presentations, posters, skits, hands-on activities, commercials, public service announcements, etc. The type of presentation is up to the group.

6. Students can make a study sheet to pass out to the students.

Evaluation:
The teacher will give a test made up of the questions that each group has turned in. That test will be graded according to the standards of the school.

Activity 2

Objective:
Students will write a paper explaining how an American soldier might have felt in the Gulf War.

Procedure:
l. Students will read the article titled "Interview With an Iraqi Soldier: The View From the Other Side of the Jebel [Hill]." They can either click on the Web site at http://www.desert-storm.com/soldiers/int.html or you can use the reprint on pages 33-34 of this guide.

2. After students have read this article and have done some research as suggested in the above activities, they should write a narrative about how they might feel as an American soldier serving in Operation Desert Storm.

3. Students may want to interview a person who actually served in Desert Storm to get ideas about how soldiers really felt while serving.

Evaluation:

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.

1. Narrow your topic to a reasonable amount of material to teach in a 15-minute lesson.

   Your broad topic _____

   Your subtopic _____

2. Do research on your topic and find out important facts.

3. Brainstorm the facts and/or concepts you plan to include in your lesson.

   FACTS: List them below!

   _____
   _____
   _____
   _____
   _____
   _____

4. Now write five test questions you plan to submit. Make at least two short essay-type questions. The other three can be true/false, multiple choice, matching or fill in the blanks. Write the questions in blue and the answers in red.

   1. _____
   2. _____
   3. _____
   4. _____
      _____
   5. _____
      _____
      _____
      _____

5. Now plan how you will teach the information. Remember, you are being graded on how the class does on your questions. You must plan a strategy to insure they will remember what you want them to know. **Think about how you learn best**. Describe your strategy below. Remember: cute may not be the same as effective!

   _____
   _____
   _____
   _____
   _____

Interview

The view from the other Side of the Jebel (Hill), by Vern Liebl

[ED's Note: Vern Liebl served as a USMC intelligence specialist and was in the KTO during the entire Gulf Crisis. The following is excerpted from a conversation he had with a captured Iraqi officer — MAJ Imad "B," commander of an artillery battalion — on 2 March 1991]

Q: Did you think there would actually be a war with the United States?

A: I never thought there would be a war with the United States. We all thought Saddam Hussein would withdraw from Kuwait on maybe 14 January. Just before 14 January, I went home on vacation and spoke with my father. My father is a lawyer, a very educated man. He has had many contacts with Americans over the years. I told my father there would be no war with America; Saddam Hussein will withdraw. My father disagreed. He said the United States were not sending all these forces to Saudi Arabia for nothing. I told him all the Americans were protesting in the streets against the war, and it will not happen. My father was right.

Q: How many of your soldiers were killed by the air war?

A: To be honest, for the amount of ordnance that was dropped, not very many. Only one soldier was killed and two were wounded. The soldier that was killed did not die as a result of a direct hit, but because the vibrations of the bomb caused a bunker to cave in on top of him.

Q: So, then you feel the aerial bombardment was ineffective?

A: Oh, no! Just the opposite; it was extremely effective. The planes hit only vehicles and equipment. Even my own personal vehicle, a "Waz," was hit. They hit *everything*.

I explained to my soldiers that they should not fear the American soldiers. If the Americans wanted to kill us, I said, we would already be dead. The Americans just wanted to take away our ability to fight.

Q: What is the Iraqi soldiers' opinion of the American armed forces?

A: We have always believed the American soldiers were professionals. From the officers [on down], we believed even the U.S. Army was better than our best units, and every Iraqi officer knows the U.S. Marines are much better trained than the U.S. Army.

We can see a big difference between the Marines and our own army. For example, here in the prison camp we notice the guards. The guards stay at their post until another Marine relieves them. In our army, when a soldier's time is up he leaves his post to go wake up the next soldier. This can take from one to two hours of a six-hour watch.

Another thing the Iraqi soldiers have noticed is the good relations between the [Marine] officers and the Marines. The officers do not have to shout at the Marines in order to get them to do something. The officers and soldiers speak very nicely to each other.

I always told my soldiers not to fear the treatment by Americans. Americans are very logical people; if you are good to the Americans, they will be good to you. Americans are very different than Arabs. We know that the Saudis or the Kuwaitis will beat us and hate us because we are Iraqis.

Q: What is your opinion of Saddam Hussein?

A: We are very afraid of this man. Even now that I am talking to you, an American, you will notice that by habit, I will lower my voice when I want to say his name. He has spies *everywhere*. If he knows that I say bad things about him to you he will kill my wife, my children, and my parents in Iraq. If my division commander ever ordered me to turn my guns against Saddam Hussein, I will do it. But who will be the officer to give this order? I will never give this order. But I will follow the man who does. Saddam Hussein is crazy and there can never be peace if he is alive. We have war with the Kurds in the north. Then we have war with Kuwait in the south. Now we have war against the whole world, not just the United States.

Everyone knows we cannot win a war against the world.

Everything that Saddam Hussein does is for war. Our people are not educated because they must serve in the army. There is no money for food, education, health care—just for war. What is the reason for this?

Q: What types of tactics were to be used against the Americans?

A: There were no tactics. You do not understand the way the Iraqis think. We are not like the Americans; we are not logical. We do not plan; we do not train. We may write on the training schedule that we train for three hours a day, but we do not really do this. On a busy day we might train for one hour, but not hard. They just told us to shoot to the last bullet and the last man.

In the Iran-Iraq War, we would first shoot the artillery at the Iranians. Then the Iranians would charge our positions and we would shoot at them. If we did not hit them, they would be killed by our minefields. That is the Iraqis' idea of "tactics."

Q: Do you believe any Iraqis will fight?

A: I do not believe so. Every Iraqi knows this is wrong. Kuwait is Arab brothers; this is not our land. Many of us look down when we see Kuwaitis because we are ashamed of what we have done. But what can we do? If we refuse to go to Kuwait, Saddam will kill our whole families.

Q: Do you want to go back to Iraq?

A: Not if Saddam Hussein is president. If he is not president, I will go back, but I would rather live in the United States, where there is freedom and peace. You, for example, are in a war but at least you know your family is safe. I do not know this [about my family].

Q: The other night the prisoners here were very unruly when the other Marines tried to organize them to get blankets and food. They fought among themselves, surged toward the concertina wire and turned a very simple task into a very difficult one. Why do they act like this?

A: Because the Iraqis are animals with no order of discipline. Saddam Hussein has always said, "I write the laws and I can erase the laws." For this reason every Iraqi is just out for himself. He believes if he does not get something immediately he will not get it at all. This was the case with the food and blankets. The Iraqis believed if they did not get it first, then they would not get it at all.

This piece originally appeared in Command *magazine, Issue 13/Nov-Dec 1991 on page 33 and was written by Vern Liebland and edited by Ty Bomba.*

Act of Duty
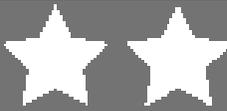
OF

DUTY

War Monuments

African-American Civil War Memorial http://www.afroamcivilwar.org

America's World War I Monuments http://web.infoave.net/~donbarb54

Andersonville National Historic Site http://www.nps.gov/ande

Arlington National Cemetery http://www.arlingtoncemetery.org

Beauvoir: The Jefferson Davis Shrine http://www.pointsouth.com/csanet/beauvoir/beauvoir.htm

Gulf War Veterans Memorial http://www.desert-storm.com/soldiers/memorial.html

Korean War Children's Memorial http://www.koreanchildren.org

Korean War Veterans Memorial http://www.nps.gov/kwvm/home.htm

Liberty Memorial Tower (World War I) http://www.libertymemorialmuseum.org/Monument.htm

The National D-Day Memorial Foundation http://www.dday.org/home.html

National Iwo Jima Memorial Monument http://www.webtravels.com/iwojima

National World War II Memorial http://www.wwiimemorial.com

Remembering Pearl Harbor: The USS Arizona
http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/18arizona/18arizona.htm

Soldiers and Sailors Memorial Arch http://www.chs.org/ransom/049.htm

The Vietnam Veterans Memorial Wall Page http://thewall-usa.com

Vietnam Women's Memorial http://www.nps.gov/vive/memorial/women.htm

The War Dog Memorial http://www.petcem.com/famous_monuments.htm

Act OF DUTY

Topics of Interest

Dropping the Bomb

Atomic Bomb Decision http://www.dannen.com/decision

A Bomb is Dropped (WebQuest) http://students.itec.sfsu.edu/itec815_s99/rfishtrom/pages/students.html

The Decision to Drop the Bomb http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/bomb.htm

Atomic Bomb: Decision http://www.dannen.com/decision/index.html

Hiroshima and Nagasaki: The Decision to Use the Atomic Bomb http://www.dannen.com/decision/index.html

Nothing to Debate http://www.chron.com/content/interactive/special/vj/vets.html

Holocaust

Holocaust Timeline http://www.historyplace.com/worldwar2/holocaust/timeline.html

Anne Frank: The Interview...and Beyond (WebQuest) http://wneo.org/WebQuests/TeacherWebQuests/Anninterview/annbillversion.htm

The Holocaust History Project (Hotlist) http://www.holocaust-history.org

A Teacher's Guide to the Holocaust http://fcit.coedu.usf.edu/Holocaust

An Auschwitz Alphabet — Key Points About Auschwitz Explained http://www.spectacle.org/695/ausch.html

Education — A Legacy Forum for Teachers (Extensive Hotlist) http://remember.org/educate/index.html#Study

Museum of Tolerance Online http://motlc.wiesenthal.com/index.html

Schindler's List Teaching Guide http://www.tulane.edu/~so-inst/schind.html

A Teacher's Guide to the Holocaust — Student Activities http://fcit.coedu.usf.edu/Holocaust/activity/activity.htm

United States Holocaust Memorial Museum http://www.ushmm.org/education/index.htm

Women in the Wars

Civil War Women http://odyssey.lib.duke.edu/collections/civil-war-women.html

Women's Roles in the War (World War I) http://www.harboro.ndirect.co.uk/women.htm

What Did you Do in the War Grandma? (World War II) http://www.stg.brown.edu/projects/WWII_Women

Women Come to the Front (World War II) http://lcweb.loc.gov/exhibits/wcf/wcf0001.html

Women in Vietnam http://www.illyria.com/vnwomen.html

Women Were There (Korean War) http://userpages.aug.com/captbarb/femvets6.html

Women Were There (The Gulf War) http://userpages.aug.com/captbarb/femvetsds.html

African-Americans in War

African-Americans in the Civil War http://www.hist.unt.edu/09w-acwd.htm

African-Americans in World War II http://www.coax.net/people/lwf/ww2.htm

African-American Freedom Fighters – Soldiers for Liberty (Korean, Vietnam and Gulf Wars)
http://www.liu.edu/cwis/cwp/library/aaffsfl.htm

African-Americans in the Korean War http://korea50.army.mil/history/factsheets/afroamer.shtml

The Unofficial Tuskegee Airmen Homepage
http://www.kent.wednet.edu/KSD/SJ/TuskegeeAirmen/Tuskegee_HomePage.html

Germ Warfare

Germ Warfare Hall of Shame (in the US) http://home.earthlink.net/~bkonop/GermIncidents2.html

Germ Warfare: The History http://home.earthlink.net/~bkonop/GermWarfare.html

Biological Warfare http://kids.infoplease.lycos.com/ce6/history/A0807621.html

Invisible Death http://www.findarticles.com/cf_0/m1590/14_55/55183119/p1/article.jhtml

Fact Sheet on Chemical-Biological Warfare http://travel.state.gov/cbw.html

Chemical Warfare http://kids.infoplease.lycos.com/ce6/history/A0811637.html

Monuments and Memorials

Arlington National Cemetery http://www.arlingtoncemetery.org

The War Dog Memorial http://www.petcem.com/famous_monuments.htm

Korean War Veterans Memorial http://www.nps.gov/kwvm/home.htm

Korean War Children's Memorial http://www.koreanchildren.org

National Korean War Memorial http://www.kwva.org/memorials/nationalmem.html

National World War II Monument http://www.wwiimemorial.com

Vietnam Veterans Memorial http://www.nps.gov/vive/home.htm

Vietnam Women's Memorial http://www.nps.gov/vive/memorial/women.htm

Vietnam Women's Memorial http://www.vietnamwomensmemorial.org/intro.html

Vietnam Veterans Memorial – Three Servicemen Statue
http://www.nps.gov/vive/memorial/servicemen.htm

The Vietnam Veterans Memorial Wall Page http://thewall-usa.com/index.html

Lesson Plans

Memorial Day Lesson Plans
http://www.eduhound.com/showlinks.cfm?subj=Holidays&skey=Memorial%20Day

Veterans Day Lesson Plans
http://www.eduhound.com/showlinks.cfm?subj=Holidays&skey=Veterans%20Day

Social Studies Hotlist http://wneo.org/hotlists/socstud/socialstudies.htm

War Presidents

The Time of the Lincolns (American Experience)
http://www.pbs.org/wgbh/amex/lincolns/politics/es_mcpherson.html

FDR Pearl Harbor Speech
http://www.pbs.org/wgbh/amex/presidents/nf/resource/fdr/primdocs/pearlharbspeech.html

Harry Truman Announcement on Pearl Harbor
http://www.pbs.org/wgbh/amex/presidents/nf/resource/truman/primdocs/hiroshima.html

Harry Truman – Statement of Support of South Korea
http://www.pbs.org/wgbh/amex/presidents/nf/resource/truman/primdocs/sokorea.html

Truman (American Experience) http://www.pbs.org/wgbh/amex/truman/filmmore/pt.html

Dwight D. Eisenhower Farewell Address – Statements About the Military
http://www.pbs.org/wgbh/amex/presidents/nf/resource/eisen/primdocs/farewelladdress.html

President Lyndon B. Johnson – First Major Speech on the War in Vietnam
http://www.pbs.org/wgbh/amex/presidents/nf/resource/john/primdocs/hopkins.html

Civil War

The American Civil War Homepage http://sunsite.utk.edu/civil-war/warweb.html

The Civil War, Education World (list of great sites) http://www.education-world.com/a_sites/sites022.shtml

The Time of the Lincolns (American Experience)
http://www.pbs.org/wgbh/amex/lincolns/politics/es_mcpherson.html

The Bloodiest Field (takes viewers on a journey back in time to the battlefields of the Civil War)
http://www.pbs.org/wnet/goingplaces2/civil_war/index.html

Ancestors: Military Records – Online Civil War Resources (if you have Civil War ancestors, one of the best starting points online is the Civil War Research Database, available at Ancestry.com)
http://www.pbs.org/kbyu/ancestors/records/military/extra4.html

World War I

The Great War and the Shaping of the 20th Century http://www.pbs.org/greatwar

Encyclopedia of the First World War http://www.spartacus.schoolnet.co.uk/FWW.htm

Art of the First World War (Major Museums of Europe) http://www.art-ww1.com

The Aircraft of World War I http://www.theaerodrome.com/aircraft/index.html

In the Trenches: The Soldiers' Experience in World War I
http://www.people.virginia.edu/%7eegl2r/wwi.html

World Wars I and II, Education World (list of great sites)
http://www.education-world.com/a_sites/sites060.shtml

World War II

World War Two in Europe (The History Place Timeline With Photographs and Text)
http://www.historyplace.com/worldwar2/timeline/ww2time.htm

World Wars I and II, Education World (list of great sites)
http://www.education-world.com/a_sites/sites060.shtml

Poster Art From World War II (Powers of Persuasion) http://www.archives.gov/exhibit_hall/
powers_of_persuasion/powers_of_persuasion_home.html

Korean War

Korean War http://korea50.army.mil

The Korean War http://www.korean-war.com

Vietnam War

The Vietnam War (The History Place) http://www.historyplace.com/unitedstates/vietnam

Battlefield: Vietnam http://www.pbs.org/battlefieldvietnam

Gulf War

The Gulf War (Frontline) http://www.pbs.org/wgbh/pages/frontline/gulf

Gulf War Syndrome http://www.pbs.org/wgbh/pages/frontline/shows/syndrome/interviews/hyams.html

Gulf War Veteran Resource Pages http://www.gulfweb.org

Controversy

The Future of War (What's the New Face of War, and How Should the U.S. Prepare for It?
http://www.pbs.org/wgbh/pages/frontline/shows/future/

Plague War: A Report on the Biological Weapons' Threat and How the Soviet Union Amassed an Arsenal of Bio-Weapons (Frontline) http://www.pbs.org/wgbh/pages/frontline/shows/plague

Demonstrations Revisited (Vietnam War)
http://www.pbs.org/newshour/bb/asia/vietnam/vietnam_4-28.html

Gulf War Syndrome http://www.pbs.org/wgbh/pages/frontline/shows/syndrome/interviews/hyams.html

Dwight D. Eisenhower Farewell Address – Statements About the Military
http://www.pbs.org/wgbh/amex/presidents/nf/resource/eisen/primdocs/farewelladdress.html

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