

# Their Full Measure



*James Reese Europe and the 369th Infantry Band, February 12, 1919, by Underwood and Underwood. (National Archives)*

Created through a partnership with the Veterans Legacy Program



U.S. Department of Veterans Affairs  
National Cemetery Administration

THE GILDER LEHRMAN  
INSTITUTE of AMERICAN HISTORY





## Their Full Measure

### CONTENTS

Lesson 1: <b>Unsung Heroes: Support Roles in the Revolutionary War</b> by Rhonda Kemp Webb .....	4
Lesson 1 Handouts .....	8
Lesson 2: <b>The Civil War: Recognizing All Who Fought to Preserve the Union</b> by Peter Vermilyea .....	29
Lesson 2 Handouts .....	33
Lesson 3: <b>African American Veterans after World War I</b> by Kory Loyola .....	54
Lesson 3 Handouts .....	58
Lesson 4: <b>American Service and Sacrifice in World War II</b> by Jermain Corbin .....	81
Lesson 4 Handouts .....	87
Lesson 5: <b>Cold War Challenges and Legacies in Peacetime and Wartime</b> by Kevin Cline .....	114
Lesson 5 Handouts .....	118
Lesson 6: <b>The Diverse Stories of the Iraq and Afghanistan Wars</b> by Rebeca Millam .....	133
Lesson 6 Handouts .....	137



### UNIT OVERVIEW

This unit has been developed in conjunction with the National Cemetery Administration's Veterans Legacy Program and is a part of the Gilder Lehrman Institute's Teaching Literacy through History resources, designed to align with the Common Core State Standards. The lessons were developed to enable students to understand, summarize, and evaluate original documents of historical significance and to recognize how those documents reflect the diverse experiences of Veterans and Service Members in America's Armed Forces who gave their full measure to the United States during and after various conflicts. Many of the individuals highlighted in this unit are honorably laid to rest in National Cemeteries. Students will learn and practice the skills to analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual source materials.

While each of these lessons can stand alone, taken in concert they tell a rich history of the service and sacrifice of individuals who had to overcome obstacles both in the military and at home. Over the course of these lessons, students will analyze—through various techniques—letters, photographs, government documents, song lyrics, and interviews with men and women who served in the American Revolution, the Civil War, World War I, World War II, the Cold War, and Iraq and Afghanistan. The objective is to have students recognize the common threads that connected these Service Members and Veterans across American history as well as the differences in their experiences. While each of these lessons tells the story of service and sacrifice, it is not the complete picture. Students can use these lessons as a foundation for their own research into the lives of those who served and gave their full measure and whose stories have not yet been told.

### UNIT OBJECTIVES

Students will be able to

- Analyze, summarize, and logically infer the essential message of a primary source using close-reading strategies
- Draw conclusions and demonstrate understanding of both literal and inferential aspects of primary sources through text-based evidence



## ESSENTIAL QUESTIONS

- Despite the obstacles, why did these Veterans and Service Members choose to serve?
- How did these Veterans and Service Members contribute to the success of the United States military?
- How did many of these Veterans and Service Members contribute to American society outside of their duties in the military?

## NUMBER OF LESSONS: 6

## GRADE LEVEL(S): 7–12

## COMMON CORE STATE STANDARDS

Standards will vary with each lesson.

CCSS.ELA-Literacy.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

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

CCSS.ELA-Literacy.SL.8.2: Analyze the purpose of information in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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.8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and, expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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.



## LESSON 1

# Unsung Heroes: Support Roles in the Revolutionary War

BY RHONDA KEMP WEBB

## UNIT OVERVIEW

This lesson presents the stories of Revolutionary War Veterans from diverse backgrounds and who served the Continental Army in behind the scenes support roles. Students will examine primary sources for each highlighted American Revolutionary War Veteran and collaborate in groups to design a new monument to memorialize these unsung heroes in a National Cemetery.

## HISTORICAL BACKGROUND

See the Historical Background in the student handouts on page 8.

## GRADE LEVEL(S): 7–12

## UNIT OBJECTIVES

Students will be able to

- Analyze primary source documents using close-reading strategies
- Develop inferences based on information presented in a source
- Collaborate with a group to efficiently complete a task

## ESSENTIAL QUESTIONS

- To what extent were the groups that played a supporting role vital to the Continental Army and the founding of the United States?
- What was heroic about the work done by people in support roles in the Continental Army during the Revolutionary War and in the founding of the United States?

## MATERIALS

Day 1

- Historical Background (Optional)
  - Historical Background Essay: “Military Service in the Continental Army” by Alan Taylor, University of Virginia
  - Important Phrases activity sheet
- Revolutionary War Veteran activity sheets
  - Margaret Corbin
    - Biography
    - Margaret Corbin’s Pension, 1779, *Journals of the Continental Congress, 1774–1789*, vol. 14, ed. Worthington C. Ford et al., Library of Congress.



- Additional Information about Revolutionary War Camp Followers: Excerpt from Holly A. Mayer, “Women and Wagoners: Camp Followers in the American War for Independence,” *History Now* 21 (Fall 2009), The Gilder Lehrman Institute of American History, [gilderlehrman.org/history-now/journals/2009-09/american-revolution](http://gilderlehrman.org/history-now/journals/2009-09/american-revolution).
- o James Armistead Lafayette
  - Biography
  - James Lafayette’s Pension Application, 1818, Pension Records in the Library of Virginia, [revwarapps.org/VAS807.pdf](http://revwarapps.org/VAS807.pdf). Minor stylistic edits were made in the transcript to improve readability.
  - Additional Information about Enslaved Spies in the Revolutionary War: Excerpt from Kate Egnor Gruber, “Black Spies of the American Revolution: The Very Nature of Espionage Is Secrecy,” American Battlefield Trust, February 3, 2022, [battlefields.org/learn/articles/black-spies-american-revolution](http://battlefields.org/learn/articles/black-spies-american-revolution).
- o Pierre Charles L’Enfant
  - Biography
  - A Letter from Pierre L’Enfant to George Washington, September 11, 1789, Founders Online, National Archives, [founders.archives.gov/documents/Washington/05-04-02-0010](http://founders.archives.gov/documents/Washington/05-04-02-0010). [Original source: *The Papers of George Washington, Presidential Series*, vol. 4, 8 September 1789–15 January 1790, ed. Dorothy Twohig. Charlottesville: University Press of Virginia, 1993, pp. 15–19.]
  - Additional Information about Foreign and Immigrant Soldiers in the Revolutionary War: Excerpt from “Foreign Fighters for the American Cause of Independence,” American Battlefield Trust, [battlefields.org/learn/articales/foreign-fighters-american-cause-independence](http://battlefields.org/learn/articales/foreign-fighters-american-cause-independence).
- o Timothy Lockwood
  - Biography
  - Pension Application Testimony by Timothy Lockwood’s Widow, 1844, Case Files of Pension and Bounty-Land Warrant Applications Based on Revolutionary War Service, ca. 1800–ca. 1912, M804, National Archives, NAID 196196700, [catalog.archives.gov/id/196196700](http://catalog.archives.gov/id/196196700).
  - Additional Information about Musicians in the Revolutionary War: Excerpt from “Music in the Revolutionary War,” George Washington’s Mount Vernon, [mountvernon.org/george-washington/the-revolutionary-war/music/](http://mountvernon.org/george-washington/the-revolutionary-war/music/).

- Suggestions for Additional Research (Optional)
- Student access to computers and Internet (Optional)

## Day 2

- Unsung Heroes of the American Revolution Memorial assignment sheets
- White paper, poster board, butcher paper, or computer multimedia creation tools depending on the format you choose for students to complete the product assignment
- Markers / colored pencils if creating the product assignment on paper

## PROCEDURE

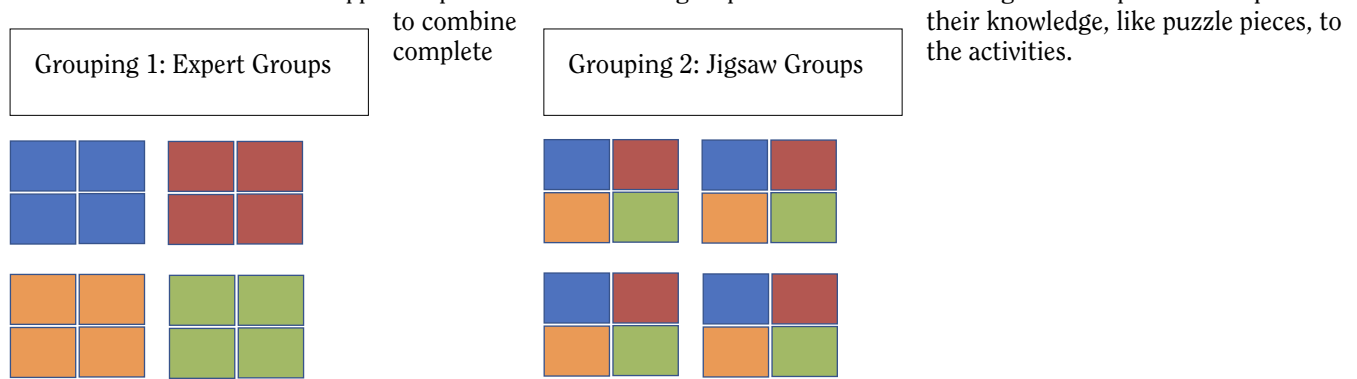
### Day 1

1. This lesson is a “drill down” exercise into primary source documents. Students will learn about the contributions of Revolutionary War Veterans from varied backgrounds who served the Continental Army in support roles. They will examine primary source accounts by and about a woman, an enslaved man, an immigrant, and a drummer to highlight their roles and their essential contributions to the war effort.
2. Review the history of the American Revolution with the class based on the Historical Background essay. You may choose



discuss the information in the Historical Background to provide context or distribute the Historical Background essay along with the Important Phrases activity sheet for the class to read and discuss.

3. If you choose to share the Historical Background essay with the class, you may want to “share read” it. To “share read” a document, have the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model for the class. This technique will support struggling readers as well as English language learners (ELL). Once the students have read the Historical Background essay and selected three informative or important phrases or sentences, you may reconvene the class to discuss their selections.
4. Divide the class into four or eight (depending on class size and numbers) “Expert Groups.” On Day 1, each Expert Group will work together on a single historical figure. On Day 2, the Expert Groups will be split up and reconvene as “Jigsaw Groups.” Ideally, each Jigsaw Group will have four students, each representing a different historical figure. You may choose to create the Expert and Jigsaw Groups with different numbers of students if your numbers are uneven or your students need the additional support of partners within their groups. The students in the Jigsaw Groups will be required to combine their knowledge, like puzzle pieces, to the activities.



5. Provide each Expert Group with a Revolutionary War Veteran activity sheet. If you choose to divide the class into eight groups, each Veteran will be used twice. The Veterans who are the subject of this lesson include:
  - a. Margaret Corbin – Camp Follower – honored with a memorial at the US Military Academy at West Point (as of 2023, the location of her bones was unknown)
  - b. James Armistead Lafayette – Enslaved Spy – buried in an unknown location in New Kent County, VA
  - c. Pierre Charles L'Enfant – Immigrant Soldier – buried at Arlington National Cemetery
  - d. Timothy Lockwood – Drummer – buried at Bath (New York) National Cemetery
6. All members of each Expert Group will focus on learning as much as possible about their assigned historical figure and the Revolutionary War support role they represent using the resources provided as well as independent research about the support role that they fulfilled. Each activity sheet includes
  - a. A brief biography of the individual, focusing on their role in the Revolutionary War
  - b. An excerpt from one primary source related to the assigned Veteran
  - c. Important Phrases literacy task in which students identify three important or powerful phrases and explain why they chose each phrase. They can then discuss what new understanding they gained about the individual and their role in the war from the primary source.
  - d. An excerpt from one secondary source related to the military support role. When they have read the excerpt, they can discuss what new understanding they gained about the individual and their role in the war from the secondary source.
  - e. Sources for Additional Research (optional): This is a separate sheet listing resources for all four support roles.



## Day 2

1. Distribute the “Unsung Heroes of the American Revolution Memorial” assignment sheet to all students. Engage the class in a brief discussion about memorialization. Some whole class discussion prompts are included:
  - a. What is the intent of a memorial?
  - b. Describe some memorials you have seen. Elicit details about the memorial examples students provide by using some of the following questions: Where is it located? What symbols are included? Is there a message the memorial is trying to convey to the public? Is there an inscription? Are the materials for construction unique?
  - c. Share some examples of memorials with students that present both grand-scale memorialization and simple headstones/markers. Two examples (with images) are included on the assignment sheet: the Lincoln Memorial and headstones from Arlington National Cemetery.
2. Assign students to their new Jigsaw Groups. All four historical figures are represented by one (or two) students in each Jigsaw Group.
3. Direct students to the task instructions on page 2 of the “Unsung Heroes of the American Revolution Memorial” assignment sheet.
  - a. Each Jigsaw Group will design a new memorial to be erected in a National Cemetery. You may choose to have student groups complete the memorial design elements on plain white paper, poster board, or butcher paper, or by using a multimedia component.
  - b. Each group’s final product should include
    - i. Location: Determine which National Cemetery is the most appropriate for a new memorial to the “Unsung Heroes of the American Revolution.” Explain the significance of this location. Include placement of the memorial on the chosen National Cemetery’s grounds.
    - ii. Design Element Description: Explain in detail how the new memorial will represent the important contributions of each support role examined in the Expert Groups from Day 1 of the lesson. What symbolic representations are included in the design and why? Are there any “Unsung Hero” groups, other than the four highlighted in this lesson, that should be included in the memorial? What inscriptions or labels are included in the design and why? Are there details about the new memorial’s shape, size, or construction materials that are significant to the design? If so, why?
    - iii. Sketch the details of the components of the new “Unsung Heroes of the American Revolution” memorial and include a sketch of the overall memorial.
    - iv. Create a press release announcing the dedication of new memorial. Is the date of the ceremony significant? Who will be speaking? Will there be any activities associated with the ceremony? Who will be invited to attend? Will there be specific music played at the ceremony?
4. Optional Activity – You may choose to have each Jigsaw Group present their memorial design to the class when the final product is completed.



## MILITARY SERVICE IN THE CONTINENTAL ARMY

by Alan Taylor, University of Virginia

In 1775, most North American colonists were “patriots” who supported a war against their mother country, Great Britain. At first, they fought to resist new taxes and commercial regulations introduced by the British Parliament. Many colonists also disliked British efforts to restrict their access to frontier land on the western side of the Appalachian Mountains. But Parliament refused to compromise and sent a large army to suppress the rebellion. So, in 1776, the patriots declared their thirteen colonies to be independent states linked together as the United States of America. However, at least a fifth of the colonists remained loyal to Britain, so the conflict was a civil war among Americans.

To win that civil war, patriots organized a Continental Army of full-time soldiers called “regulars,” under the overall command of George Washington. Each state also had a much larger body of men known as the “militia.” Laws required almost every able-bodied man to serve in the militia, but they stayed home as civilians, tending farms and shops, unless there was an invasion or other emergency, such as a revolt by enslaved people. Because militiamen were poorly equipped and barely trained, Continental Army officers disliked them, characterizing them as disorderly and prone to run away in combat.

During the first two years of the war, 1775–1776, a surge of patriotism filled the Continental Army with the sons of substantial farmers and artisans. But they enlisted for only a single year, which compelled Washington to rebuild his army every winter. In 1777, Congress increased the term of service to at least three years or the duration of the war. Those longer terms discouraged most men from the middle classes. John Adams, a Massachusetts congressman, noted that the army could no longer recruit “men who could get at home [a] better living, more comfortable Lodgings, more than double the Wages, in Safety, not exposed to the Sicknesses of the Camp.”

As volunteers declined, the states drafted militiamen to serve in the Continental Army. Prosperous men could get out of that service by paying a fine or hiring a substitute, but poor men had no choice but to serve or run away. The savvy poor man made the best of his bad situation by selling his services as the substitute for a drafted man of means. A French officer noted that Continental regiments “were composed entirely of vagabonds and paupers; no enticement or trick could force solid citizens to enlist as regulars.”

As poor men filled the ranks, politicians neglected to supply the army with pay, clothing, and food. The primary problem was that Congress lacked the power to tax and relied on quotas assessed on the individual states, which often failed to pay in full or on schedule. For want of gold and silver, Congress and the states printed millions of paper dollars, which rapidly depreciated toward worthlessness. In April 1779, Washington complained that “a waggon load of money will scarcely purchase a waggon load of provision.” A soldier concluded, “As affairs are now going on, the common soldiers have nothing to expect, but that if America maintain her independency, they must become slaves to the rich.”

Despite their hardships, soldiers developed a commitment to the cause greater than their neighbors who stayed home. Washington declared that “the unparalleled perseverance” of the soldiers “through almost every possible suffering and discouragement, for the space of eight long years, was little short of a standing Miracle.” By enduring what civilians would not bear, Continental troops won the war so that others might enjoy the fruits of victory.

Patriots suffered 7,000 battle deaths plus another 17,000 dead from a combination of disease and malnutrition. Owing to poor sanitation and inadequate supplies, deaths by disease usually outnumbered losses in battle in eighteenth-century armies. In 1783, after the treaty of peace, Congress discharged the soldiers abruptly without providing their back pay. Most of them sought a little money for clothes and to get home by selling the certificates that promised them payment and land in the future. They returned home to try to make a living during the economic depression of the mid-1780s. Congress did not provide any pensions for soldiers until 1818—and then only to the poorest—and required documentation that few soldiers could provide by that late date. No other American veterans suffered more after their shooting war was over.

*Alan Taylor, the Thomas Jefferson Foundation Professor of History at the University of Virginia, has won two Pulitzer Prizes and the Bancroft Prize for his histories of early America. His recent books include American Revolutions: A Continental History, 1750–1804 (2017) and American Republics: A Continental History of the United States, 1783–1850 (2021).*





NAME

PERIOD

DATE

### Important Phrases

*Which phrases are the most important or informative? Choose three and give your reason for each choice.*

Phrase 1:

Why is this phrase important or informative?

Phrase 2:

Why is this phrase important or informative?

Phrase 3:

Why is this phrase important or informative?

## American Revolutionary War Veteran: Margaret Corbin

### Biography

When Margaret Corbin's husband joined the Continental Army, she chose to travel with the army, as many women did. Such camp followers generally cooked, sewed, did laundry, and provided some medical care for the troops, performing vital support for the military. However, unlike most other women in her position, Margaret ended up in combat.

Her husband, John, served in the First Pennsylvania Artillery Unit as a matross, an artillery soldier responsible for sponging the barrel of a cannon with a wet cloth between shots so that the next cannonball would not be ignited by hot embers. In November 1776, the Continental Army was at Fort Mifflin at the northern end of Manhattan Island, trying to regain control of New York City. When the British attacked, John Corbin was killed.

Margaret had been carrying buckets of water to her husband as he performed his job cleaning and cooling the cannon. When John fell, Margaret started doing his job (as described in the excerpt below), becoming one of the women who may have inspired the story of "Molly Pitcher." Fort Mifflin was ultimately taken by the British, and Margaret became a prisoner of war. She was eventually returned to the Continental Army but remained disabled for the rest of her life.

Corbin became the first woman to receive a military pension (a regular income after retirement or disability), which was approved by the Continental Congress in July 1779 as shown in the document below. She was made part of the Corps of Invalids and lived near the West Point military installation in New York, where she remained until her death in 1800. In 1926, bones were taken from the location of her original grave to be buried at the US Military Academy at West Point. In 2016, it was discovered that those were the bones of a man.

### References

American Revolution Institute of the Society of the Cincinnati. "Margaret Corbin, Revolutionary." Revolutionary Characters. December 10, 2019. [americanrevolutioninstitute.org/margaret-corbin-revolutionary](http://americanrevolutioninstitute.org/margaret-corbin-revolutionary).

Brett, Megan. "Margaret Cochrane Corbin and the Papers of the War Department." The 18th-Century Common. October 20, 2014. [18thcenturycommon.org/corbin](http://18thcenturycommon.org/corbin).

Dillon, Ann. "A New Chapter in the Story of Revolutionary Heroine Margaret Corbin." Daughters of the American Revolution. December 5, 2017. [blog.dar.org/new-chapter-story-revolutionary-heroine-margaret-corbin](http://blog.dar.org/new-chapter-story-revolutionary-heroine-margaret-corbin).

Eley, Anthony. "Biographies: Margaret Corbin." National Museum of the United States Army. [thenmusa.org/biographies/margaret-corbin](http://thenmusa.org/biographies/margaret-corbin).

New-York Historical Society. "Life Story: Margaret Corbin (1751–1800)." Women & the American Story. [wams.nyhistory.org/settler-colonialism-and-revolution/the-american-revolution/margaret-corbin](http://wams.nyhistory.org/settler-colonialism-and-revolution/the-american-revolution/margaret-corbin).



*This is an illustration created in 1861 of a fictional "Molly Pitcher," who was created out of the stories of several women who fought on the battlefield during the American Revolution. Engraving by J.C. Armytage after Alonzo Chappel, published in Robert Tomes and John L. Wilson, Battles of America by Sea and Land with Biographies of Naval and Military Commanders, vol. 2 (New York: Virtue & Co., 1861), opp. p. 121. (Library of Congress, LC-USZ62-44892)*



## Margaret Corbin's Pension, 1779

### *Original Text*

July 6, 1779

Resolved, That Margaret Corbin, who was wounded and disabled in the attack on Fort Washington, whilst she heroically filled the post of her husband who was killed by her side serving a piece of artillery, do receive, during her natural life, or the continuance of the said disability, the one-half of the monthly pay drawn by a soldier in the service of these states; and that she now receive out of the public stores, one complete suit of cloaths, or the value thereof in money.

Source: *Journals of the Continental Congress, 1774–1789*, ed. Worthington C. Ford et al. (Library of Congress, Washington, D.C., 1909), 14:805.



NAME

PERIOD

DATE

### Important Phrases: Margaret Corbin

*Which phrases are the most important or powerful? Choose three and give your reason for each choice.*

Phrase 1:

Why is this phrase important or powerful?

Phrase 2:

Why is this phrase important or powerful?

Phrase 3:

Why is this phrase important or powerful?

### *Critical Thinking*

What new understanding of the individual or their role in the American Revolution did you gain from this document?



### Additional Information about Revolutionary War Camp Followers

Although the followers took up some measure of the Army's time, space, and supplies, most of the women gave back by cooking, cleaning, and caring for the troops. Some followers served officers and their visiting wives. General George Washington, for example relied heavily on Elizabeth Thompson, an Irish woman who accepted employment as his housekeeper and followed him to various encampments until 1779–1780. Benedict Arnold employed a sergeant major's wife as a housekeeper at West Point before he deserted. Numerous orders and regulations, however, indicate that doing laundry was the primary paying job for women.

Nursing was also service with pay, and it too generally meant caring for the troops by cleaning. These nurses were not professionals trained to dispense medicines and bandage wounds, although some probably added those duties, but followers and hired employees drawn from camp and neighboring communities. They washed patients, swept floors, and emptied chamber pots. Without the help of these women both the American and British Armies would have had to hire or assign men to these chores—and that meant diminishing the ranks of soldiers. Nursing was hard and even dangerous work. Germs rather than enemy fire brought the danger, and women, like men, wound up in the military hospitals suffering from the sicknesses, such as smallpox, that swept through the camps.

Source: Holly A. Mayer, "Women and Wagoners: Camp Followers in the American War for Independence." *History Now* 21 (Fall 2009), The Gilder Lehrman Institute of American History, [gilderlehrman.org/history-now/journals/2009-09/american-revolution](http://gilderlehrman.org/history-now/journals/2009-09/american-revolution).

#### *Critical Thinking*

Describe in your own words the impact of camp followers on the Continental Army's efforts during the Revolutionary War.

## American Revolutionary War Veteran: James Armistead Lafayette

### Biography



*Engraving of James Armistead Lafayette based on a painting by John B. Martin, ca. 1820s. (Collection of the Massachusetts Historical Society)*

James Armistead was born into slavery in Virginia around 1748. In 1781, after getting permission from his enslaver, William Armistead, James Armistead enlisted in the Continental Army. He was assigned to serve in the unit commanded by the Marquis de Lafayette, the famed French nobleman who came to America to help fight against the British.

Initially, Armistead's main tasks involved delivering communications between French units. It wasn't long, however, before Lafayette realized that James possessed skills that would serve a more important purpose than a mere courier: that of a spy.

Having lived in Virginia his whole life, James knew the land without the aid of a map—something that the marquis knew was a struggle for the British. Under Lafayette's direction, James posed as a Virginia freedom seeker who was loyal to the British.

Armistead was so good at this task that he gained the confidence of both the former American general Benedict Arnold, now a brigadier general in the British army, and British general Charles Cornwallis. Arnold embraced Armistead's story and asked him to guide British soldiers through Virginia. In a twist of fate, Cornwallis asked him to spy on Lafayette! Because Armistead was "invisible" to White officers, they openly discussed

tactics in front of him. He used this to his advantage, documenting the information and reporting back to Lafayette. In the summer of 1781, Armistead's intelligence proved particularly useful to General George Washington; Washington was able to prevent the British army from receiving reinforcements at Yorktown, thus ensuring the success of the American/French blockade.

After the war, Armistead was forced back into a life of enslavement. Despite the promise of its name, the Emancipation Act of 1783 proved to be for enslaved soldiers, and since he was considered a spy, he was not eligible for emancipation. Upon hearing this, the Marquis de Lafayette wrote a letter to the General Assembly praising Armistead's service and declaring he was "entitled to every reward his situation can admit of," most notably, freedom.

Finally, in 1787, Armistead was emancipated, and in honor of his old friend, decided to take the surname Lafayette. James Lafayette, as he was now known, got married, purchased land, and became a farmer. In 1819, nearly thirty years after the war, Lafayette requested a pension and was given \$60 immediately and an annual pension of \$40 per year for his services during the American Revolution. He lived in Virginia until his death in 1830 or 1832.

### References

American Battlefield Trust. "James Armistead Lafayette." [battlefields.org/learn/biographies/james-armistead-lafayette](https://battlefields.org/learn/biographies/james-armistead-lafayette).

George Washington's Mount Vernon. "Lafayette's Testimonial to James Armistead Lafayette." [mountvernon.org/george-washington/the-revolutionary-war/spying-and-espionage/american-spies-of-the-revolution/lafayettes-testimonial-to-james-armistead-lafayette/](https://mountvernon.org/george-washington/the-revolutionary-war/spying-and-espionage/american-spies-of-the-revolution/lafayettes-testimonial-to-james-armistead-lafayette/).

Office of the Director of National Intelligence. "Revolutionary War: A New Nation's First Spies." *Evolution of Espionage in America*. [intelligence.gov/evolution-of-espionage/revolutionary-war/new-nations-first-spies](https://intelligence.gov/evolution-of-espionage/revolutionary-war/new-nations-first-spies).



## James Armistead Lafayette's Pension Application, 1818

### *Original Text*

To the Hon the legislature of Virginia

The petition of James (alias, James Lafayette) Humbly Sheweth, That during the pendency of the revolutionary war, he was a slave the property of the late William Armistead of New Kent County – that contrary to the disposition of many in his situation, he felt an ardent desire to render to the American cause, all the service, of which he was capable, and for that purpose Solicited and obtained the consent of his said Master to Join in the Service under the Commander of the French forces, General Delafayette [Lafayette] –. Hazardous indeed were the offices which your petitioner was appointed to perform. Having many times at the peril of his own life entered the British Camp, and conveyed to his General, Such information as was deemed highly beneficial to the American cause, in fact so highly were the Services of your petitioner estimated by the General under whom he served and Many others, that a petition was presented to the General Assembly of Virginia in the year 1786 praying for his emancipation, which his Country Granted without opposition as your petitioner was informed.

Source: "Pension application of James La Fayette (Fayette)," Pension Records in the Library of Virginia, [revwarapps.org/VAS807.pdf](http://revwarapps.org/VAS807.pdf).



NAME

PERIOD

DATE

### Important Phrases: James Armistead Lafayette

*Which phrases are the most important or powerful? Choose three and give your reason for each choice.*

Phrase 1:

Why is this phrase important or powerful?

Phrase 2:

Why is this phrase important or powerful?

Phrase 3:

Why is this phrase important or powerful?

### *Critical Thinking*

What new understanding of the individual or their role in the American Revolution did you gain from this document?





NAME

PERIOD

DATE

### Additional Information about Enslaved Spies in the Revolutionary War

Many acts of espionage or information gathering we owe to unnamed agents—enslaved African Americans who had opportunities to see and hear, but who were not deemed a threat by their very status as an enslaved person. It is not difficult to imagine enslaved men and women working in the homes where officers, soldiers, and the political elite freely discussed their plans within earshot of an enslaved man attending his owner or an enslaved woman serving at the table. But they were not simply passive bystanders—they shared the information they heard. . . .

This may have been the case with Quaco, whom historians believe may have been rented out by his loyalist owner for the use of British and loyalist officers and soldiers. One early history of the war in New England written in 1839 includes an account of what may describe Quaco's activities in giving intelligence regarding General Richard Prescott. . . . Soon after in 1777, the general was captured by patriot forces. The intelligence given by Quaco enabled the raid to be successful. The Rhode Island General Assembly acknowledged as much in 1782, stating “the information he (then) gave rendered great and essential service to this state and the public in general.” . . . Owing to the intelligence he provided on behalf of the patriot cause—especially in the face of his owner's loyalist ideology—Quaco was granted his freedom.

Source: Kate Egner Gruber, “Black Spies of the American Revolution: The Very Nature of Espionage Is Secrecy,” American Battlefield Trust, February 3, 2022.

### Critical Thinking

Describe in your own words the impact of enslaved spies on the Continental Army's efforts in the Revolutionary War.

## American Revolutionary War Veteran: Pierre Charles L'Enfant

### Biography

Pierre Charles L'Enfant was a young French artist and architect who was inspired by the American Revolution and the cause of liberty. He came to the United States in 1777 and joined the Continental Army as a military engineer.

L'Enfant was wounded in the Siege of Savannah in 1779. He was also briefly held as a prisoner of war by the British in South Carolina, but the Frenchman was returned to the American side, where he continued to serve until the close of the war in 1783.

Some of Pierre Charles L'Enfant's greatest contributions to the founding of the United States came after the Revolutionary War ended. As a civil engineer, he was ultimately called on to plan the design of the new, ten-square-mile Federal City as designated by the Constitution and authorized by Congress. L'Enfant's plan for the city featured two key structures—the President's House and Congress's House. He envisioned a grand avenue to connect the two, which today is known as the National Mall. Additionally, the surrounding area was connected by a grid of streets and avenues intersecting at various points with circular and rectangular parks. The core of his iconic original design is still recognizable today in the layout of the larger and more densely populated Washington DC.



*Pierre Charles L'Enfant Tomb at Arlington National Cemetery, Washington DC. (Arlington National Cemetery)*

Another of L'Enfant's notable post-war achievements was his involvement in the Order of the Cincinnati, a prestigious organization of Revolutionary War officers and their descendants. L'Enfant was an original member and designed its official insignia featuring a bald eagle. In addition to the thirteen affiliated US societies, one was set up in France, showing the important role French soldiers like L'Enfant played in the success of the American Revolution.

Pierre Charles L'Enfant died in poverty in 1825 and was originally buried in Maryland with limited recognition for his important contributions to the American cause for independence. In 1909, L'Enfant's body was reinterred at Arlington National Cemetery with great fanfare. His casket rested in state in the Capitol's Rotunda before being carried by horse-drawn carriage to the cemetery, where he received a full military funeral and was buried in a plot overlooking his grand design of Washington DC.

### References

Arlington National Cemetery. "Pierre Charles L'Enfant." Science, Technology, and Engineering. [arlingtoncemetery.mil/Explore/Notable-Graves/Science-Technology-Engineering/Pierre-Charles-L'Enfant](http://arlingtoncemetery.mil/Explore/Notable-Graves/Science-Technology-Engineering/Pierre-Charles-L'Enfant).

Fletcher, Kenneth R. "A Brief History of Pierre L'Enfant and Washington, D.C.: How One Frenchman's Vision Became Our Capital City." *Smithsonian Magazine*, April 30, 2008. [smithsonianmag.com/arts-culture/a-brief-history-of-pierre-lenfant-and-washington-dc-39487784](http://smithsonianmag.com/arts-culture/a-brief-history-of-pierre-lenfant-and-washington-dc-39487784).

Losee, Chance. "Pierre L'Enfant." Fred W. Smith National Library for the Study of George Washington at Mount Vernon. [mountvernon.org/library/digitalhistory/digital-encyclopedia/article/pierre-lenfant/](http://mountvernon.org/library/digitalhistory/digital-encyclopedia/article/pierre-lenfant/).

Morgan, James Dudley. "The Re-Interment of Major Pierre Charles L'Enfant." Report Made to the Columbia Historical Society. (Washington DC, May 11, 1909). Open Library Internet Archive. [openlibrary.org/books/OL22891653M/The\\_re-interment\\_of\\_Major\\_Pierre\\_Charles\\_L'Enfant](http://openlibrary.org/books/OL22891653M/The_re-interment_of_Major_Pierre_Charles_L'Enfant).

Patterson, Michael Robert. "Pierre Charles L'Enfant—Major, United States Army Designer of Washington D.C." Arlington National Cemetery. [arlingtoncemetery.net/l-enfant.htm](http://arlingtoncemetery.net/l-enfant.htm).

The Society of the Cincinnati. "Pierre L'Enfant's Vision for the American Republic." [societyofthecincinnati.org/exhibition/pierre-lenfant](http://societyofthecincinnati.org/exhibition/pierre-lenfant).

VanBuren, Denise Doring. "Honoring the Life of L'Enfant." Daughters of the American Revolution. [blog.dar.org/honoring-life-lenfant](http://blog.dar.org/honoring-life-lenfant).



## Letter from Pierre Charles L'Enfant to George Washington, 1789

### *Original Text*

Having had the honor to belong to the Corps of Engineer acting under your orders during the late war, and being the only officers of that Corps remaining on the Continent I must Confess I have long flattered myself with the hope of a reappointment a hope which was encouraged by several individuals of the former Congress—and now when the Establishment of a truly federal Government renders every post under it more desirable, I view the appointment of Engineer to the United States as the one which could possibly be most gratifying to my wishes and tho' the necessity of such an office to superintend & direct the fortifications necessary in the United States is sufficiently apparent the advantages to be derived from the appointment will appear more striking when it is considered that the sciences of Military and civil architecture are so connected as to render an Engineer Equally serviceable in time of peace as in war by the employment of his abilities in the internal improvements of the Country.

Not to intrude any longer on your patience and without entering on any particular relating to my private circumstances of which I believe you are sufficiently informed I shall conclude by assuring you that ever animated as I have been with a desir to merite your good opinion nothing will be wanting to compleat my happiness if the remembrance of my former services connected with a variety of peculiar circumstances during fourteen years residence in this Country can plead with your Excellency in support of the favour I sollicite. I have the honor to be with a profound respect Your Excellency Most humble and obedient servant.

P. C. L'Enfant

Source: "To George Washington from Pierre L'Enfant, 11 September 1789," *Founders Online*, National Archives, founders.archives.gov/documents/Washington/05-04-02-0010. [Original source: *The Papers of George Washington*, Presidential Series, vol. 4, 8 September 1789–15 January 1790, ed. Dorothy Twohig. Charlottesville: University Press of Virginia, 1993, pp. 15–19.]



NAME

PERIOD

DATE

### Important Phrases: Pierre Charles L'Enfant

*Which phrases are the most important or powerful? Choose three and give your reason for each choice.*

Phrase 1:

Why is this phrase important or powerful?

Phrase 2:

Why is this phrase important or powerful?

Phrase 3:

Why is this phrase important or powerful?

### *Critical Thinking*

What new understanding of the individual or their role in the American Revolution did you gain from this document?



NAME

PERIOD

DATE

### Additional Information about Foreign and Immigrant Soldiers in the Revolutionary War

[John] Locke's philosophy and the works of other Enlightenment thinkers also influenced many noblemen and men of privilege living in Europe in 1776. These individuals, some with a military pedigree, were excited and energized at the possibilities for humankind that the new United States offered to the world. Many of them wanted to be part of the historical moment. It helped that representing the United States abroad in foreign governments, mostly operating out of Paris, was the wily and savvy Benjamin Franklin. Franklin would be the portal through which many of these foreign fighters found their way to the new United States. To be sure, the lure of a high rank in the nascent American Continental Army played a role as well, but these men must not be viewed as merely bounty hunters. The zeal of freedom was firmly entrenched in their hearts and minds.

While the young Marquis de Lafayette was the most visible foreign presence in the American Army, particularly in the early years, men from Poland and the various German States also served the American cause. Thaddeus Kosciusko and Kazimierz Pulaski were from Poland, Johan DeKalb was from Bavaria, Friedrich Wilhelm von Steuben was from Prussia, and Louis Lebeque DuPortail, like Lafayette, was from France. These men all served within the structure of the Continental Army, made significant contributions to various aspects of the war's efforts, and in the case of Pulaski and DeKalb, gave their lives to the cause.

Source: American Battlefield Trust, "Foreign Fighters for the American Cause of Independence," [battlefields.org/learn/articles/foreign-fighters-american-cause-independence](https://battlefields.org/learn/articles/foreign-fighters-american-cause-independence).

### Critical Thinking

Describe in your own words the impact of foreign fighters on the Continental Army's efforts in the Revolutionary War.

## American Revolutionary War Veteran: Timothy Lockwood

### Biography



*Restored snare drum. The drum was reportedly carried by Luther W. Clark at the Battle of Guilford Courthouse, NC, 1781. Wood, sheepskin, linen. H 41.9, D 39.4 cm. (Guilford Courthouse National Military Park, GUCO 349)*

Private Timothy Lockwood served as a drummer in the American Revolution. He enlisted at fifteen years old in Connecticut's 5th Regiment in 1775 and appears on the Continental Army's rolls through 1783. It was not uncommon for young men to fill the vital role of drummer in the early wars of the United States.

Like other drummers of the American Revolution, Timothy Lockwood would have used his instrument to send coded signals to the other soldiers during combat. The cadence and rhythm of his drumbeat would signal whether to march forward, attack to the left or right, or to retreat. The cadence would also indicate at what speed all these actions should happen. Drumbeats were able to carry up to one mile over the loud battlefield. This made for effective communication. Drum signals were also an important part of camp life to signal wake up times with Reveille and lights out with Taps. Most of the Revolutionary-era drums were made of wood with animal skins stretched over them with rope. The photograph of a drum reportedly carried by a drummer at the Battle of Guilford Courthouse in North Carolina in 1781 suggests what kind of drum Lockwood might have carried, since both young men were in the Continental Army at the same time.

Drummers were typically unarmed in battle and usually moved toward the rear of the line when fighting began. Each regiment of at least seventy-five men usually had one drummer and one fifer. Often, these musicians were teenagers like Timothy Lockwood. Drummers usually had uniforms that had the colors inverted (a red coat with blue cuffs, for example, rather than a blue coat with red cuffs) to signal to the enemy that they were unarmed and therefore they should not be targeted. The drummer's role was critical in the war effort. Timothy Lockwood died in 1813 and his widow, Esther, applied

to the government to receive his pension in 1844. In the testimony she gave to the pension board, Esther tried to recount her husband's service from many decades earlier, although she had not known him when he was in the army.

Timothy Lockwood is buried in the United States National Cemetery in Bath, New York.

### References

Berry, A. J., and Jim Morrison. "Lockwood, Timothy." *Revolutionary War Pensions: New York State Applicants*, 2014. [revwarpensions.com/lockwoodtimothy.pdf](http://revwarpensions.com/lockwoodtimothy.pdf).

Colonial Williamsburg. "Fife & Drums." Explore Colonial Williamsburg. [colonialwilliamsburg.org/explore/fifes-and-drums](http://colonialwilliamsburg.org/explore/fifes-and-drums).

Find a Grave, Memorial page for Timothy Lockwood Jr. (1760–12 Mar 1813). Find a Grave Memorial ID 108519066, citing Bath National Cemetery, Bath, Steuben County, New York, USA; Maintained by 47117651 (contributor 47117651). [findagrave.com/memorial/108519066/timothy-lockwood](http://findagrave.com/memorial/108519066/timothy-lockwood).

Holden, Frederic A., and E. Dunbar Lockwood. *Colonial and Revolutionary History of the Lockwood Family in America from A.D. 1630* (Philadelphia: Privately by Family, 1889), 138.

Stilwell, Blake. "Why Revolutionary War Musicians Wore Different Colored Uniforms." September 12, 2019. [wearethemighty.com/mighty-history/revolutionary-war-music-drummer-uniforms](http://wearethemighty.com/mighty-history/revolutionary-war-music-drummer-uniforms).



## Pension Application Testimony by Timothy Lockwood's Widow, 1844

*On October 6, 1844, Esther Miller appeared before a justice of the peace in Michigan to apply for a military pension based on the Revolutionary War service of her late husband, Timothy Lockwood. The following are excerpts from the report written by the justice of the peace who heard her testimony:*

### *Original Text*

Esther Miller, . . . aged eighty three years and six months, who being first duly sworn according to law, doth, on her oath, make the following Declaration in order to obtain the benefit of the provision made by the acts of Congress . . . granting pensions to widows of persons who served at during the revolutionary war. That she is the widow of Timothy Lockwood who was a private in the revolutionary army. . . . The said Lockwood enlisted in the army when about seventeen years old, whilst the army lay near New York city. . . . I have often been informed by him that he was in the battle of White Plains, and that he was with the army at Valley Forge. Also that he was in a fort that was taken by the British near New York, which I think he called fort Washington. Mr. Lockwood escaped from the fort, and was not taken prisoner. . . . I have also heard him say that he was a drummer in Washington's life guard, and a drummer whilst at Valley Forge. . . . I have often heard him say that he was in the service the most of the time for seven years. I do not know when or where he was discharged, and never have had or seen any documentary evidence to show his service or discharge. . . . My said husband died March 12th 1813 in the town of Mentz, Cayuga County, New York.

Source: Case Files of Pension and Bounty-Land Warrant Applications Based on Revolutionary War Service, ca. 1800–ca. 1912, M804, National Archives, NAID 196196700, [catalog.archives.gov/id/196196700](https://catalog.archives.gov/id/196196700)



NAME

PERIOD

DATE

### Important Phrases: Timothy Lockwood

*Which phrases are the most important or powerful? Choose three and give your reason for each choice.*

Phrase 1:

Why is this phrase important or powerful?

Phrase 2:

Why is this phrase important or powerful?

Phrase 3:

Why is this phrase important or powerful?

### *Critical Thinking*

What new understanding of the individual or their role in the American Revolution did you gain from this document?





NAME

PERIOD

DATE

### Additional Information about Musicians in the Revolutionary War

The music in General Washington's continental army consisted of fife and drum corps. What was the music's purpose? During the Revolution, the army used fifes and drums not only to boost morale but also for communication and regimentation.

Music, standardized for the army's purposes by the drillmaster Baron Friedrich Von Steuben, served as a signal in battle; the higher registers of the fife have piercing sounds that could carry above a fracas. Fife and drum signals also told soldiers in camp when to wake up, fetch wood or provisions, and show up for church. By beats or signals of the drum, the army rose in the morning, assembled, paraded, saluted, marched, and retired. During battle, the drummer could also call for medical assistance when a soldier was wounded.

Source: "Music in the Revolutionary War," George Washington's Mount Vernon, [mountvernon.org/george-washington/the-revolutionary-war/music/](http://mountvernon.org/george-washington/the-revolutionary-war/music/)

### Critical Thinking

Describe in your own words the impact of drummers on the Continental Army's efforts in the Revolutionary War.



## Suggestions for Additional Research

### Camp Followers

Mellaci, Taylor. "Digital Encyclopedia: Camp Followers." Smith National Library for the Study of George Washington at Mount Vernon. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/camp-followers>.

Mayer, Holly A. Excerpt from *Belonging to the Army: Camp Followers and Community*. Read the Revolution. March 22, 2017. Museum of the American Revolution. <https://www.amrevmuseum.org/read-the-revolution/belonging-to-the-army>.

Washington Crossing Historic Park. "Camp Followers Digital Experience." <https://www.washingtoncrossingpark.org/education/digital-resources/camp-followers/>.

### Enslaved Spies

American Revolution Institute of the Society of the Cincinnati. "Espionage and Enslavement in the Revolution." Interview with Claire Bellerjeau and Tiffany Yecke Brooks. August 5, 2021. <https://www.americanrevolutioninstitute.org/video/espionage-and-enslavement>.

Healey, Caitlin. "James Armistead Lafayette." National Museum of the United States Army. <https://www.thenmusa.org/biographies/james-armistead-lafayette/>.

### Immigrant Soldiers

Office of the Historian, Foreign Service Institute. "French Alliance, French Assistance, and European Diplomacy during the American Revolution, 1778–1782." United States Department of State. <https://history.state.gov/milestones/1776-1783/french-alliance>.

Selesky, Harold E. "A Demographic Survey of the Continental Army That Wintered at Valley Forge, Pennsylvania, 1777–1778." National Park Service. 1987. Start with "Birthplaces" on page 25. <https://npshistory.com/publications/vafo/demographic-survey.pdf>.

Stockwell, Mary. "Baron von Steuben." Digital Encyclopedia. Fred W. Smith National Library for the Study of George Washington at Mount Vernon. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/baron-von-steuben/>.

### Musicians

American Battlefield Trust and the Daughters of the American Revolution. "Stephen Tainter: The Role of the Drummer." The American Revolution Experience. <https://american-revolution-experience.battlefields.org/people/stephen-tainter#tainter-role-drummer>.

Palisades Interstate Park Commission. "Fife and Drum Music and Communication during the American Revolution." July 4, 2020. Palisades Interstate Park Commission Television. YouTube, [https://www.youtube.com/watch?v=d3kR\\_h0xFHY](https://www.youtube.com/watch?v=d3kR_h0xFHY).

## Unsung Heroes of the American Revolution Memorial

Consider these questions related to memorialization.

- What is the intent of a memorial?
- Describe some memorials you have seen.
  - o Where is it located?
  - o What symbols are included?
  - o Is there a message the memorial is trying to convey to the public?
  - o Is there an inscription?
  - o Are the materials for construction unique?
- Below are examples of both a grand-scale memorial and a simple headstone/marker.
  - o How does the purpose of each differ?
  - o What considerations would be part of the design process for each?

### Grand Scale Example – Lincoln Memorial



*Lincoln Memorial, Washington DC, 1923. (Library of Congress)*

Exterior View of Lincoln Memorial



*Lincoln Memorial, Washington, DC, ca. 1920s. (Library of Congress)*

Interior View of Lincoln Memorial

### Simple Headstone / Marker



*Carol M. Highsmith, Memorial Day at Arlington National Cemetery in Virginia. [Between 1980 and 2006] (Library of Congress)*



## Group Task: Design a Memorial for the Unsung Heroes of the American Revolution

Each group will design a new memorial to be established in a National Cemetery.

Your final product should include:

- a. Location: Determine which National Cemetery is the most appropriate for a new memorial to the “Unsung Heroes of the American Revolution.” Explain the significance of this location.
- b. Design Element Description: Explain in detail how the new memorial will represent the important contributions of each support role examined in the Expert Groups. What symbolic representations are included in the design and why? Are there any “Unsung Hero” groups, other than the four highlighted in this lesson, that should be included in the memorial? What inscriptions or labels are included in the design and why? Are there details about the new memorial’s shape, size, or construction materials that are significant to the design? Why?
- c. Sketches of the new memorial to the “Unsung Heroes of the American Revolution.” Sketch the details of the memorial’s components and include a sketch of the overall memorial.
- d. Create a press release announcing the dedication of the new memorial. Is the date of the ceremony significant? Who will be speaking? Will there be any activities associated with the ceremony? Who will be invited to attend? Will there be specific music played at the ceremony?

Helpful websites to investigate United States National Cemeteries and memorialization:

- a. National Cemetery Administration: <https://www.cem.va.gov>
- a. Veterans Legacy Memorial: <https://www.vlm.cem.va.gov>
- a. Monument Builders of North America, “Basic Elements of Memorial Design”: [https://monumentbuilders.org/pdf/design\\_course/Basic\\_Elements\\_of\\_Memorial\\_Design.pdf](https://monumentbuilders.org/pdf/design_course/Basic_Elements_of_Memorial_Design.pdf)



## LESSON 2

# THE CIVIL WAR: RECOGNIZING ALL WHO FOUGHT TO PRESERVE THE UNION

BY PETER VERMILYEA

## UNIT OVERVIEW

This lesson presents short biographies of Civil War Service Members and Veterans from different backgrounds. Students will analyze the biographies and selected primary sources in order to understand the similarities and differences in their motivations for joining, their experiences in service, and their contributions to the Union war effort. They will use their analysis of secondary and primary source documents, including newspaper articles, military records, and other government records, to respond to critical thinking questions.

## HISTORICAL BACKGROUND

See the Historical Background in the student handouts on page 33.

## GRADE LEVEL(S): 7–12

## UNIT OBJECTIVES

Students will be able to

- Read and analyze secondary sources
- Read and analyze primary source materials
- Describe, compare, and contrast multiple primary and secondary sources
- Integrate information from several primary and secondary sources

## ESSENTIAL QUESTIONS

- What motivated individuals from different backgrounds to join the US Armed Forces and fight in the Civil War?
- How did individuals from different backgrounds contribute to the Union war effort?

## MATERIALS

- Historical Background (Optional)
  - o Historical Background Essay: “Civil War Soldiers,” by Jonathan White, Christopher Newport University
  - o Important Phrases activity sheet
- Biographies, primary sources, and questions for discussion
  - o Set 1: Pauline Cushman
    - a. Biography
    - b. Actress and Union spy Pauline Cushman, published by E. & H. T. Anthony, New York, ca. 1865, Library of Congress, [loc.gov/item/2017659623/](https://www.loc.gov/item/2017659623/).



- c. “Arrival of Miss Pauline Cushman,” *Louisville Daily Journal*, December 3, 1863, The Gilder Lehrman Institute of American History, GLC05959.14.32.
- d. Cover, Pauline Cushman, *The Romance of the Great Rebellion: The Mysteries of the Secret Service: a Genuine and Faithful Narrative of the Thrilling Adventures, Daring Enterprises, Hairbreadth Escapes, and Final Capture and Condemnation to Death by the Rebels, and Happy Rescue by the Union Forces, of Miss Major Pauline Cushman, the Famous Federal Scout and Spy, in the Department of the Cumberland* (New York: Wynkoop & Hallenbeck, 1864)
- o Set 2: Joseph Gibson [Nabawnayasang] (Odawa)
  - a. Biography
  - b. “Wounded Indians, Fredericksburg, Virginia, [1864]” *Brady’s National Photographic Portrait Gallery of War Views*, published by E. & H.T. Anthony & Co., New York, 1864, Library of Congress, loc.gov/item/2013645945/.
  - c. 1860 US Census, Emmet County, Michigan, population schedule, Bear Creek, p. 30, dwelling #449, family #176, Joseph Naboneossing [Nabawnayasang], digital image, *Ancestry.com* (ancestry.com/discoveryui-content/view/44692553:7667); NARA microfilm publication M653\_542.
  - d. Excerpts from Charles Moore, “The Days of Fife and Drum,” *Historical Collections: Collections and Researches Made by the Michigan Pioneer and Historical Society*, vol. 28 (Lansing: Michigan Historical Commission, 1900), pp. 446–447. Available through HathiTrust Digital Library, catalog.hathitrust.org/Record/000534625.
- o Set 3: Osceola Pochontas
  - a. Biography
  - b. *Camp Chesebrough, Baltimore, MD, 1st Rgt. Connecticut Cavalry*, E. Sachse & Co., Baltimore, MD, 1863, Library of Congress, loc.gov/item/2003654994/.
  - c. Osceola Pochontas Enlistment Papers, Volunteer Enlistment Certificate, Osceola Pochontas, January 6, 1864, “Hispanic Prisoners in the Civil War,” *Andersonville National Historic Site*, nps.gov/ande/learn/historyculture/hispanicpow.htm.
- o Set 4: Edward Day Cohota
  - b. Biography
  - b. Edward Day Cohota, ca. 1880s, and with William E. Low (last two living members of Co. I, 23rd Reg. Mass. Volunteers reunited in Gloucester, Massachusetts), 1928, Cape Ann Museum, Gloucester, MA.
  - c. “Personal,” *National Tribune*, October 2, 1890, page 4, *Chronicling America*, Library of Congress, chroniclingamerica.loc.gov/lccn/sn82016187/1890-10-02/ed-1/seq-4/.
- o Set 5: Joseph Parks
  - a. Biography
  - b. Sam A. Cooley, 29th Regiment Connecticut Volunteers, US Colored Troops, near Beaufort, S.C. [1864], Library of Congress, loc.gov/item/2015648184/.
  - c. Excerpts from United States Surgeon General’s Office, *The Medical and Surgical History of the War of the Rebellion (1861–1865)*, p. 362. Washington, DC: Government Printing Office, 1875. Available on Google Books, books.google.com/books?id=zJ\_SvfZyyfgC&dq.
- o Set 6: John Taylor
  - a. Biography
  - b. “USS Vermont, Receiving ship at New York after the Civil War,” Naval History and Heritage Command, NH 93915, history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-



series/NH-93000/NH-93915.html.

- c. Excerpt from General Orders No. 71, January 15, 1866, in M. S. Thompson, comp., *General Orders and Circulars Issued by the Navy Department, from 1863 to 1887* (Washington DC: Government Printing Office, 1887), p. 43. Available from HathiTrust Digital Library, <https://catalog.hathitrust.org/Record/100555846>.

- Critical Thinking Questions
- Sample recruiting posters (Optional)
  - a. “The Conscript Bill! How to Avoid It!! U.S. Navy,” 1863, National Archives and Records Administration, RG 45: Naval Records Collection of the Office of Naval Records and Library, Subject Files, Records Relating to Naval Recruiting, Enlistments, and Shipping Articles, [catalog.archives.gov/id/595095](https://catalog.archives.gov/id/595095).
  - b. “Riflemen, Attention!” *Bridgton Reporter Press*, Portland, Maine, 1861, Library of Congress, [loc.gov/item/rbpe.02703700/](https://loc.gov/item/rbpe.02703700/).
  - c. “To Colored Men!” National Archives and Records Administration, RG 94: Records of the Adjutant General’s Office 1762–1984, Letters Received 1863–1888, Consolidated File for Major Martin Delaney, 107th USCT Infantry Regiment, [catalog.archives.gov/id/1497351](https://catalog.archives.gov/id/1497351).
- Art materials (optional)

## PROCEDURE

1. Review the Historical Background with the class to provide context for the lesson. You may choose to discuss the information with the students or distribute the essay along with the Important Phrases activity sheet for the class to read and discuss. You may read the Historical Background out loud, distribute it and have the students read it to themselves, or “share read” the text with the class. This is done by having the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model. This technique will support struggling readers as well as English language learners (ELL).
2. Once the students have read the Historical Background essay and selected three informative or important phrases or sentences, you may reconvene the class to discuss their selections.
3. If necessary, remind the students about the definition of primary sources. Describe each type of primary source they will encounter in this lesson: newspapers, census and military records, and memoirs.
4. This lesson is conducted as a “jigsaw” exercise. Divide the class into “Expert Groups” of, ideally, six students. On Day 1, each Expert Group will work together on a single historical figure. On Day 2, the Expert Groups will split up and reconvene as “Jigsaw Groups.” Ideally, each Jigsaw Group will have six students, each student representing a different historical figure. You may choose how to reconfigure the Expert and Jigsaw Groups if your numbers are uneven or your students need the additional support of partners within their groups. The students in the Jigsaw Groups will be required to share their knowledge from the Expert Group work.
5. Distribute the six Civil War Service Members’ and Veterans’ biographies with the activity sheets. Each student within the Expert Group will read their Service Member’s or Veteran’s biography and primary sources, and reflect individually on the questions for discussion, recording their impressions.
6. Then, each group will hold a discussion of their responses, focusing specifically on reaching a consensus on the questions for discussion.
7. Once the group discussions are complete, new groups should be created consisting of one student from each of the original groups. Students should report to their new group about the experiences of their Service Member or Veteran and their original group’s responses to the questions.
8. Following this second round of group work, each student should be given the Critical Thinking Questions: Civil War Veterans and Service Members activity sheet. You may choose whether each student should answer the questions independently or if you should use the questions as the basis for a whole class discussion. Depending on your students’



experience, this could be a student-led seminar that allows the students to develop and respond to questions in order to integrate what they have read and build on other students' ideas (as in a Socratic seminar). Whether the response is written or oral, the students must focus on the primary sources as evidence.

9. Conclude the lesson by having the students reflect on the Essential Questions of this lesson and how they apply to the experiences of these Civil War Service Members.

## SUMMATIVE ACTIVITY

Most Union military personnel volunteered to join the service during the Civil War. Each individual had their own reason, or reasons, for enlisting, based on their own background and experiences. Many of these reasons were integrated into recruiting posters. Samples of some recruiting posters are included in the handouts.

Have students reflect on what compelled the six individuals featured in this lesson to fight for the Union in their different ways. Students could then create a recruiting poster designed to get one of these six individuals to enlist.





## CIVIL WAR SOLDIERS

By Jonathan W. White, Christopher Newport University

After decades of political strife over the issue of slavery, war finally came to the United States on April 12, 1861, when Confederates opened fire on Fort Sumter in Charleston, South Carolina. White southerners went to war because they believed that Abraham Lincoln's policies would destroy the institution of slavery. Lincoln "accepted" the war because he wanted to prove that democratic government could survive. The presence of enslaved labor on the southern home front enabled the Confederacy to mobilize a high percentage of its population, although only about one-third of Confederate soldiers came from slaveholding families.

On April 15, Lincoln issued a call for 75,000 militiamen to defend Washington, DC. More than 93,000 enthusiastically volunteered. Over the ensuing four years, more than two million northern men (representing about one-third of the military-age population) and at least 850,000 southern men (approximately 80 percent of military-age White men) fought in the deadliest conflict in American history. Most soldiers were volunteers—citizen-soldiers who signed up for a term of enlistment, usually three years. (In 1861, the US Army had only 16,367 "regulars.")

Soldiers enlisted for ideological reasons, to find adventure, for financial opportunity, and to prove their manhood (which included a sense that they were fighting for their families). Most northern soldiers enlisted to save the Union; few signed up to free enslaved people. The average Union enlistee was about twenty-six years old, approximately 30 percent were married, and about a quarter were foreign born. As many as 200,000 minors enlisted without their parents' consent, and approximately 100,000 southern White Unionists served in federal armies.

Both sides had to resort to conscription to keep their ranks full. In late 1862, the Union also began recruiting African American soldiers, most of whom had previously been enslaved. Black soldiers were initially relegated to manual labor, but eventually they were given the opportunity to prove their valor on the battlefield. Approximately 180,000 served in the Army, and Lincoln came to see them as essential to Union victory.

Soldiers came from all walks of life, including farmers, laborers, skilled workers, and professional classes (such as clergy or college professors). Few had any prior military experience. Recruits were typically organized into companies and regiments at a camp of rendezvous or camp of instruction, where they also learned military drill and discipline. Most, but not all recruits learned the basics before being sent to the front.

Many factors sustained Civil War soldiers in the field, including group cohesion (fighting for each other), unit pride, state pride, hatred for the enemy, the desire for honor, peer pressure, religious revivals, self-care, ideological commitment to their cause, a desire to see the war through to the end, and military discipline. Nevertheless, both armies witnessed widespread "skulking" and desertion as soldiers endured a process known as "hardening" as they experienced death and destruction.

Recent estimates suggest that the war claimed as many as 850,000 lives. One-third of the soldiers who died were killed in battle; two-thirds died of disease. Thousands of other soldiers had limbs amputated or suffered from other wounds or chronic illness after the war.

After the war, thousands of Veterans shaped public memory of the conflict through organizations such as the Grand Army of the Republic and the United Confederate Veterans. While some reentered the civilian population with ease, others struggled to find employment in the postwar economy. Physical and psychological wounds could have lasting effects on Veterans and their families. Many Veterans returned home addicted to opium or alcohol.

The experiences of Civil War Veterans are as many and diverse as the soldiers themselves. As a group, they became a powerful political and cultural force. They became local, state, and national leaders, and successfully lobbied for pension increases, hiring preferences, and patronage jobs. Finally, Veterans became the first historians of the war, writing regimental histories, erecting monuments, establishing museums, and preserving battlefields.

*Jonathan W. White is a professor of American studies at Christopher Newport University. He is the author or editor of more than a dozen books, including Emancipation, the Union Army, and the Reelection of Abraham Lincoln (2014).*



NAME

PERIOD

DATE

### Important Phrases: The Civil War

*Which phrases are the most important or informative? Choose three and give your reason for each choice.*

Phrase 1:

Why is this phrase important or informative?

Phrase 2:

Why is this phrase important or informative?

Phrase 3:

Why is this phrase important or informative?

### Pauline Cushman (1833–1893)

Pauline Cushman was born Harriet Wood in New Orleans, Louisiana, in 1833. She claimed that her father was a Spanish merchant and her mother was the daughter of a soldier in Napoleon’s army. The family moved to Michigan when Harriet was a child.

In 1863, Harriet was an actress in Louisville, Kentucky, performing under the stage name Pauline Cushman. Two Southern sympathizers offered her money to toast the Confederacy after a performance. When she did, she was fired, but the chief of military police in Louisville offered her a job as a spy. Cushman used her acting skills to gather information and interfere with Confederate operations.

Historians believe that several hundred women disguised themselves as men and fought in the Civil War as soldiers; others, like Cushman, served as spies. Women on the home front also contributed to the war effort.

Cushman was named a “major of cavalry” for her espionage work. She became a celebrity and traveled in a show put on by P. T. Barnum before moving west. Plagued by rheumatism, she resorted to morphine to ease her pain and died of an overdose in 1893. She is buried at the San Francisco National Cemetery at the Presidio; her gravestone reads “Pauline C. Fryer Union Spy.”<sup>1</sup>

#### References

American Battlefield Trust. “Pauline Cushman.” [battlefields.org/learn/biographies/pauline-cushman](http://battlefields.org/learn/biographies/pauline-cushman).

National Park Service. “Pauline Cushman.” US Department of the Interior. [nps.gov/people/paulinecushman.htm](http://nps.gov/people/paulinecushman.htm).



*A publicity photograph of Pauline Cushman, dressed in a uniform, after the Civil War, published by E. & H. T. Anthony, New York, ca. 1865. (Library of Congress)*

<sup>1</sup> Fryer was the last name of Pauline Cushman’s third husband.

NAME

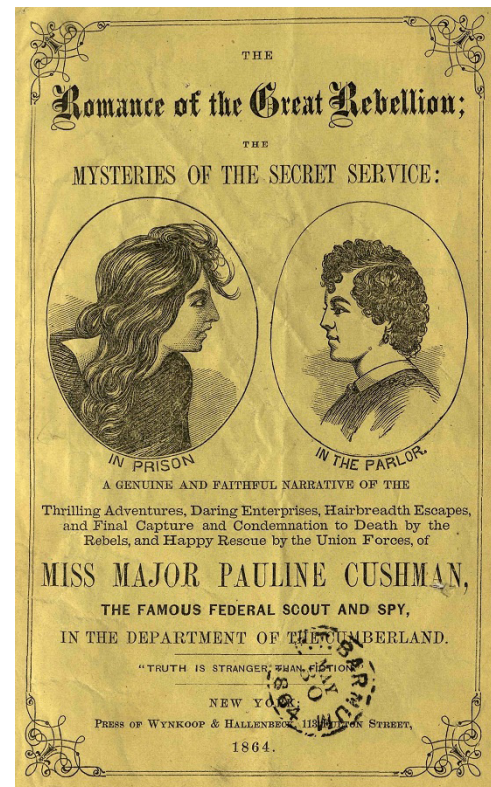
PERIOD

DATE

### Primary Sources

ARRIVAL OF MISS PAULINE CUSHMAN.—This distinguished lady arrived in our city yesterday. She will be heartily welcomed by her numerous friends and admirers in this place. The Nashville Press of yesterday gives a glowing description of a rich lady's riding dress presented by the loyal ladies of Nashville to Miss Cushman—the daring heroine who has done so much service for the United States—a lady who occupies the warmest niche in the patriotic heart of almost every American soldier. The dress is made of the most costly material and is beautifully but modestly ornamented with national emblems. The career of this lady since she left our city has been one of the wildest romance, and perhaps the most eventful of all the heroines who have figured in this war. Her achievements during the past year will fill one of the brightest pages of history.

"Arrival of Miss Pauline Cushman," *Louisville Daily Journal*, December 3, 1863. (*The Gilder Lehrman Institute*, GLC05959.14.32)



Cover of *Pauline Cushman, The Romance of the Great Rebellion: The Mysteries of the Secret Service . . .* (*New York: Wynkoop & Hallenbeck, 1864*) *Institute*, GLC05959.14.32)

### Questions for Discussion

1. How does the *Louisville Daily Journal* present Pauline Cushman and her contributions to the Union war effort?
2. What aspects of *The Romance of the Great Rebellion* suggest the intended audience for this book?

### Joseph Gibson (ca. 1840–1864)

Joseph Gibson, also known as Joseph Nabawnayasang, was born about 1840 and raised in the Odawa tribal lands of Michigan near the eastern shore of Lake Michigan. In 1863 he enlisted in Company K of the 1st Michigan Sharpshooters; this company, largely recruited by Lieutenant Garret Graveraet, who had family connections to the Odawa and Ojibwe, consisted of 139 Native American soldiers. These men were among the approximately 3,500 Native Americans who served in the Union Army.

Gibson, who was a skilled marksman, fought with the 1st Michigan Sharpshooters at the Battles of the Wilderness, Spotsylvania Court House, North Anna, and Cold Harbor in Virginia. Gibson was captured by Confederates at Petersburg, Virginia, in June 1864 and ended up in Andersonville, the notorious prisoner-of-war camp in Georgia. He died of scurvy less than two months later and is buried at the Andersonville National Cemetery.



*“Wounded Indians, Fredericksburg, Virginia,” Brady’s National Photographic Portrait Gallery of War Views, published by E. & H.T. Anthony & Co., New York, 1864. (Library of Congress)*

#### References

1860 US Census, Emmet County, Michigan, population schedule, Bear Creek, p. 30, dwelling #449, family #176, Joseph Naboneossing [Nabawnayasang], digital image, Ancestry.com ([ancestry.com/discoveryui-content/view/44692553:7667](https://ancestry.com/discoveryui-content/view/44692553:7667)); NARA microfilm publication M653\_542.

American Battlefield Trust. “Company K of the 1st Michigan Sharpshooters.” [battlefields.org/learn/articles/company-k-1st-michigan-sharpshooters](https://battlefields.org/learn/articles/company-k-1st-michigan-sharpshooters).

Michigan Radio. “The Story of Company K: Native Americans from Michigan Who Saw Tough Action in the Civil War.” [michiganradio.org/offbeat/2017-08-23/the-story-of-company-k-native-americans-from-michigan-who-saw-tough-action-in-the-civil-war](https://michiganradio.org/offbeat/2017-08-23/the-story-of-company-k-native-americans-from-michigan-who-saw-tough-action-in-the-civil-war).

National Museum of the American Indian. “Civil War.” *Why We Serve: Native Americans in the United States Armed Forces*. [americanindian.si.edu/static/why-we-serve/topics/civil-war](https://americanindian.si.edu/static/why-we-serve/topics/civil-war).



Primary Source

Page No. *38*

SCHEDULE 1—Free Inhabitants in Township of *Bear Creek* in the County of *Benoni* State of *Michigan* enumerated by me, on the *11* day of *June* 1860. *Joseph Munnell* Post Office *McClintock*

No.	Name	Sex	Age	Color	Married	Profession, Occupation, or Trade of each person, with and without, over 15 years of age	Value of Real Estate	Value of Personal Estate	Place of Birth, Native or Foreign; of foreign, in what country	Whether deaf and dumb, blind, insane, idiotic, pauper, or convict
1	<i>Louis Naboneossing</i>	M	72	Ind	X		152	73	Michigan	
2	<i>Sarah</i>	F	69	"					Do	
3	<i>Joseph</i>	M	19	"		Laborer	25		Do	X
4	<i>Paul</i>	M	17	"		Do			Do	X
5	<i>Theressa</i>	F	10	"			25		Do	X

A page from the 1860 US Census, Bear Creek, MI, including the Naboneossing (Nabawnayasang) household in the highlighted section. (National Archives and Records Administration; available on Ancestry.com)

Naboneossing [Nabawnayasang] household members transcribed from the US Census Record

Name	Age	Sex	Color	Occupation	Real Estate	Personal Estate	Birthplace	Married within the year	Attended school within the year	Persons over 20 yrs of age who cannot read & write
Louis Naboneossing	72	M	Ind	Farmer	152	73	Michigan			X
Sarah	69	F	"				Do			
Joseph	19	M	"	Laborer	25		Do		X	
Paul	17	M	"	Do			Do		X	
Theressa	10	F	"		25		Do		X	



## The First Michigan Sharpshooters in Battle, 1864

*The following is a description of a battle in which the 1st Michigan Sharpshooters participated in 1864. It was written by Charles Moore of the Michigan Pioneer and Historical Society in 1898:*

The Indians, who have been with us in every fight from the beginning of Michigan's history, had their place also in the Rebellion albeit a very small place. Attached to Colonel DeLand's First Michigan Sharpshooters was a company of civilized Indians who won fame at Spotsylvania. On that bloody 9th of May, 186[4], the Federal line, advancing with a cheer, met the charging enemy in a dense thicket of pines, and in the hand-to-hand struggle that followed, the Union forces were slowly forced back. On a little rise of ground the Fourteenth New York battery, supported by the Second and Twenty-seventh Michigan Infantry and the First Michigan Sharpshooters, was doing its best to hold the ground. Every now and then the Confederates would fight their way up to the battery and lay hold on the cannon to turn them upon the Union forces, but to touch one of those guns meant instant death at the hands of the sharpshooters. In this desperate encounter, the little band of Indians was commanded by Lieutenant Graverat. . . . Under a perfect storm of lead their number seemed to melt away, but there was no sign of faltering. Sheltered behind trees, they poured volley after volley at the zealous foe, and above the din of battle their war-whoop rang out with every volley. At dusk the ammunition gave out, but with the others the Indians rushed forward at the shout of "Give 'em steel boys!" from the twice wounded, but still plucky Colonel DeLand. When darkness came to end the bloody day, Lieutenant Graverat was among the one hundred and seventeen wounded sharpshooters, and a few months later he died of his wounds.

Source: Charles Moore, "The Days of Fife and Drum," *Historical Collections: Collections and Researches Made by the Michigan Pioneer and Historical Society*, vol. 28 (Lansing: Michigan Historical Commission, 1900), pp. 446–447.



NAME

PERIOD

DATE

### Questions for Discussion

1. What can be learned about Joseph Gibson from the 1860 census?
2. Charles Moore's account of the 1864 battle was delivered in 1898, more than thirty years after the Civil War. How does the author depict Native American soldiers? How might this account have been different if it had been written right after the war? What views might have changed?
3. From your point of view, is Moore's account a primary source? Explain your answer using evidence from the document as well as the citation.



## Osceola Pochontas (ca. 1838–1864)

Osceola Pochontas, who served in the Union Army during the Civil War, was born in Mexico about 1838. It is estimated that approximately 20,000 Hispanic men fought in the American Civil War, some for the Union and others for the Confederacy. Most of the Mexicans and Mexican Americans who participated joined one side or the other in the Gulf Coast or Texas. However, Pochontas, as a 25-year-old sailor, arrived by ship in New Haven, Connecticut, and there met a recruiting officer. He enlisted in Company L of the 1st Connecticut Cavalry on January 6, 1864.

On May 5, 1864, during the Battle of the Wilderness in Virginia, Pochontas was part of a scouting detail that was cut off from the Union Army. About forty men, including Pochontas, were captured in Craig's Church, Virginia. They were brought to the notorious Confederate prisoner camp in Andersonville, Georgia, where approximately 13,000 Union prisoners-of-war died. Pochontas succumbed to scurvy on October 11, 1864, and is buried in the Andersonville National Cemetery.



Camp Chesebrough, Baltimore, MD, 1st Rgt. Connecticut Cavalry, *E. Sachse & Co., Baltimore, MD, 1863.* (Library of Congress)

### References

Andersonville National Historic Site. "Hispanic Prisoners in the Civil War." National Park Service. [nps.gov/ande/learn/historyculture/hispanicpow.htm](https://nps.gov/ande/learn/historyculture/hispanicpow.htm).

Andersonville National Historic Site. Video: "Osceola Pochontas: A Story in Stone." National Park Service, 2014. [home.nps.gov/media/video/view.htm?id=E31488EA-1DD8-B71C-07E9A226C586664C](https://home.nps.gov/media/video/view.htm?id=E31488EA-1DD8-B71C-07E9A226C586664C).

Andersonville National Historic Site. Volunteer Enlistment Certificate. Osceola Pochontas. January 6, 1864. "Hispanic Prisoners in the Civil War." National Park Service. [nps.gov/ande/learn/historyculture/hispanicpow.htm](https://nps.gov/ande/learn/historyculture/hispanicpow.htm).

Connecticut Adjutant General's Office. *Record of Service of Connecticut Men in the Army and Navy of the United States during the War of the Rebellion*. Hartford: Lockwood and Brainard Co., 1889, p. 57.

Connecticut Military Department. "History of the First Regiment Connecticut Volunteer Cavalry." State of Connecticut. [portal.ct.gov/MIL/MAPO/History/Units/History-of-the-First-Regiment-Connecticut-Volunteer-Cavalry](https://portal.ct.gov/MIL/MAPO/History/Units/History-of-the-First-Regiment-Connecticut-Volunteer-Cavalry).

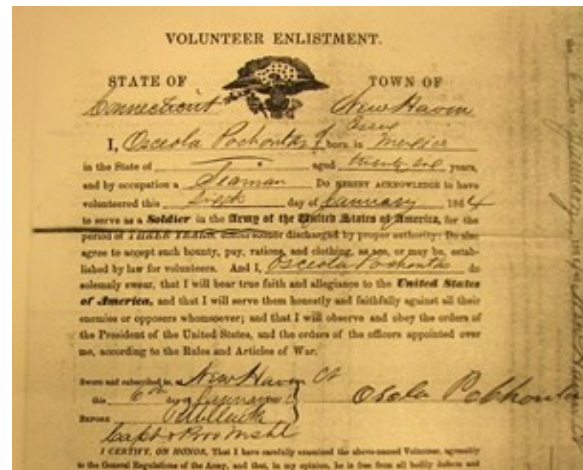
Historical Data Systems, Inc. "Osceola Pochontas." American Civil War Research Database. [civilwardata.com/active/hdsquery.dll?SoldierHistory?U&159434](https://civilwardata.com/active/hdsquery.dll?SoldierHistory?U&159434).

Little, Becky. "Mexican Americans Fought on Both Sides of the US Civil War." *History Stories*. HISTORY, 2018. [history.com/news/mexican-americans-in-civil-war](https://www.history.com/news/mexican-americans-in-civil-war).

Stones River National Battlefield. "Hispanics and the Civil War: From Battlefield to Homefront." National Park Service. [nps.gov/stri/learn/historyculture/upload/Hispanics-in-Civil-War-8x8-booklet-lowres.pdf](https://nps.gov/stri/learn/historyculture/upload/Hispanics-in-Civil-War-8x8-booklet-lowres.pdf).

Thompson, Jerry. "Mexican Texans in the Civil War." *Handbook of Texas*. Texas State Historical Association, 1995 (updated 2016). [tshaonline.org/handbook/entries/mexican-texans-in-the-civil-war](https://tshaonline.org/handbook/entries/mexican-texans-in-the-civil-war).

## Primary Source



*Osceola Pochontas Enlistment Papers, January 6, 1864.  
(Andersonville National Historic Site)*

## Transcript

### VOLUNTEER ENLISTMENT

State of:  
Connecticut

Town of:  
New Haven

I, *Osceola Pochontas*, born in Mexico in the state of -----, aged twenty six years, and by occupation a Seaman DO HEREBY ACKNOWLEDGE to have volunteered this sixth day of January 1864 to serve as a Soldier in the Army of the United States of America, for the period of *THREE YEARS*, unless sooner discharged by proper authority: Do also agree to accept such bounty, pay, rations, and clothing, as are, or may be, established by law for volunteers. And I, *Osceola Pochontas*, do solemnly swear, that I will bear true faith and allegiance to the *United States of America*, and that I will serve them honestly and faithfully against all their enemies or opposers whomsoever; and that I will observe and obey the orders of the President of the United States, and the orders of the officers appointed over me, according to the Rules and Articles of War.

Sworn and subscribed to at New Haven, Ct

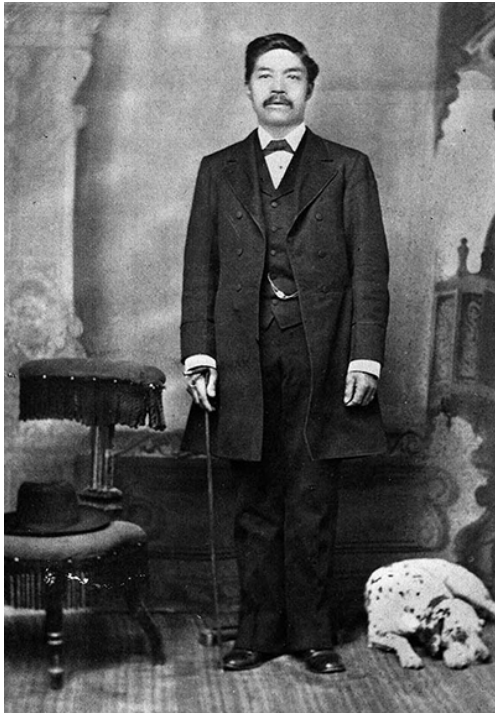
This 6th day of January, 1864

Before R M Clarke  
Capt + Pro Mshl

*I certify, on my honor*; that I have carefully examined the above named Volunteer, agreeably to the General Regulations of the Army, and that, in my opinion, he is free from all bodily defects and mental infirmity, which would, in any way, disqualify him from performing the duties of a soldier.



## Edward Day Cohota (ca. 1850–1935)



*Edward Day Cohota (left), ca. 1880s and (right) with William E. Low in Gloucester, MA, 1928. Cohota and Low were the last two surviving members of the 23rd Massachusetts. (Cape Ann Museum)*

Edward Day Cohota<sup>1</sup> was probably born in Shanghai, China, around 1850. He was taken in by Sargent Day, the captain of the ship *Cohota*, which stopped in Shanghai in the late 1850s. Day brought him to Gloucester, Massachusetts, where Cohota attended school.

An estimated 50–100 Chinese enlisted during the Civil War, serving in the Navy and the Army. It is difficult to identify them as the census generally provided three racial categories: White, Black, and mulatto. Cohota is listed in the 1860 census as mulatto. In February 1864, Cohota enlisted in the 23rd Massachusetts Regiment and fought at the Battles of Cold Harbor, Petersburg, and Appomattox in Virginia.

Edward returned to Gloucester after the war but soon re-enlisted, joining the 15th US Infantry. He served in the West for nearly thirty years. When he retired from the army in 1894, he undertook different professions, running a livery barn and later a restaurant.

He believed he was a citizen and voted in local and national elections. However, his application for a homestead was denied in 1912 because he was not a citizen, and he was told he could not become a citizen due to the Chinese Exclusion Act of 1882. He died in 1935 and is buried at Mount Hope Cemetery in Valentine, Nebraska.

### References

American Battlefield Trust. "Chinese-Americans in the Civil War." [battlefields.org/learn/articles/chinese-americans-civil-war](https://battlefields.org/learn/articles/chinese-americans-civil-war).

The Blue, the Gray and the Chinese: American Civil War Participants of Chinese Descent. "Edward Day Cohota: Shanghai, China." [bluegraychinese.blogspot.com/2014/03/edward-day-cohota-shanghai-china.html](https://bluegraychinese.blogspot.com/2014/03/edward-day-cohota-shanghai-china.html).

Cape Ann Museum. "Edward Day Cohota." [capeannmuseum.org/edward-day-cohota/](https://capeannmuseum.org/edward-day-cohota/).

McCunn, Ruthanne Lum. *Chinese in the Civil War: Ten Who Served*. 1995. [mccunn.com/Civil-War.pdf](https://mccunn.com/Civil-War.pdf).

National Museum of the United States Army. "Edward Day Cohota: Sergeant 23rd Massachusetts circa 1846-1935." [thenmusa.org/biographies/edward-day-cohota/](https://thenmusa.org/biographies/edward-day-cohota/).

<sup>1</sup> Edward Cohota is sometimes referred to as Cahota, but the ship on which he left China was the *Cohota*, so we will use that spelling.



NAME

PERIOD

DATE

### Primary Source

But few people know that there was a native-born Chinaman in the war of the rebellion. This Chinaman's name is Edward Day Cahota, and he was a member of Co. I, 23d Mass. He enlisted in February, 1864, when but a little over 15 years of age. He was not satisfied with his military experience of the war, for, when his regiment was mustered out in 1865, he enlisted in the Regular Army, and served there an enlistment of three years, and then re-enlisted and served a five-years' term, making a total service of nearly 10 years. Cahota was bought from his parents by Capt. Day, of Gloucester, Mass., in 1857, when a youth of eight, for 21 Mexican dollars, brought to this country and was going to the public schools when he enlisted. After his service in the Regular Army he settled on a ranch in Colorado and made money. He married a German girl about a year ago and took a wedding trip to Europe. Not long ago he visited Libby Prison in Chicago, and then returned to his Western home.

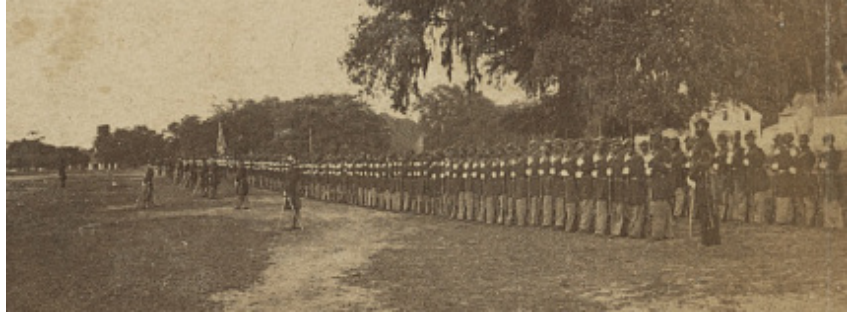
*"Personal," National Tribune, October 2, 1890, p. 4. (Chronicling America, Library of Congress)*

### Questions for Discussion

1. The *National Tribune* was a monthly newspaper for Civil War Veterans. How does it present Cohota's service?
2. In this newspaper story about Edward Day Cohota, some information is based on fact and some is based on opinion. Through close reading of the article, can you identify examples of opinion and fact that appear in the article? Write down at least one example of each.

## Joseph Parks (ca. 1835–1864)

Joseph Parks was a sailor of African and Chilean descent who arrived in New York City in December 1863. He was met at the dock by a recruiting agent who was employed to find men willing to serve as a substitute for another man who wanted to avoid the draft. Substitutes were often paid more than a thousand dollars, a tremendous amount of money at a time when the average worker made about \$300 a year. It was enough money to change a man's life. Parks accepted the offer, taking the place of a White man, Lemuel Deming of North Canaan, Connecticut.



Sam A. Cooley, *The 29th Connecticut Infantry, Beaufort, South Carolina, [1864]*.  
(Library of Congress)

Parks traveled to New Haven, Connecticut, where he joined the 29th Connecticut Infantry, a segregated regiment of African American soldiers. The regiment first traveled to the South Carolina coast. Then, in the fall of 1864, it was sent to Richmond, Virginia. There, on October 27, 1864, at a skirmish at Kell's House, Parks was shot in the jaw. He received medical attention but died on November 6, 1864. He is buried at Hampton National Cemetery. Lemuel Deming, the man whose place Parks took in the Army, died in 1899 at 76.

### References

Compiled service record, Joseph Parks, private, Company A, 29th Connecticut Infantry; Carded Records Showing Military Service of Soldiers Who Fought in Volunteer Organizations During the American Civil War, compiled 1890–1912, documenting the period 1861–1866, Record Group 94; National Archives and Records Administration, Washington, D.C.

Deming, Judson Keith. *Genealogy of the Descendants of John Deming of Wethersfield, Connecticut*. Dubuque, IA: Press of Mathis-Mets Co., 1904.

“Joseph Parks.” Project29: Sharing the Stories of Northwest Connecticut's African American Civil War Soldiers. [project29.org/copy-of-joseph-parks](http://project29.org/copy-of-joseph-parks).

Meier, Michael T. “Civil War Draft Records: Exemptions and Enrollments,” *Prologue* 26, no. 4 (Winter 1994). National Archives and Records Administration. [archives.gov/publications/prologue/1994/winter/civil-war-draft-records.html](http://archives.gov/publications/prologue/1994/winter/civil-war-draft-records.html).



NAME

PERIOD

DATE

### Primary Source

– Private Joseph D. Parks, Co. A. 29th Connecticut Colored Volunteers, aged 30 years, was wounded in an engagement before Richmond, Virginia, October 27th, 1864, by a conoidal ball, which entered the left side of the face, midway between the angle and symphysis of the inferior maxillary, passed obliquely inward and outward, abrading the tongue, and emerged at the angle of the inferior maxilla, right side, extensively fracturing the bone to within the capsule of left articulation, besides greatly comminuting the body of the jaw. He was at once taken to the hospital of the Tenth Corps, being unable to articulate sufficiently distinct to be understood. On the same day, he was placed in a partially reclining position, and chloroformed by Surgeon C. M. Clark, 39th Illinois Volunteers. An incision was then made, commencing at the lobe of the left ear, carried along the inferior border of the bone to the chin, and the soft parts dissected, leaving the periosteum. After removing all the loose fragments, the stump of the left ramus was grasped with the bone pliers and disarticulation accomplished with a few strokes of the knife. A similar incision was then made on the right side to connect with the other, severing the geniohyoglossus and geniohyoid muscles, and the tongue retracted so as to fill the pharynx. The tongue was then drawn forward and retained in that position by means of a silk cord passed through it and fastened externally. The bone was then dissected the same as on the opposite side, and removed to within a short distance of the sigmoid notch, where it was found to be sound, and was severed at the upper third of ramus by a chain saw; the wound was brought together with silk sutures. Cold water dressings and compress, with paste-board support, were applied, and nourishing diet administered through a tube. The operation occupied one and a half hours time. Very little blood was lost. The only artery ligated was the facial; the others were twisted. The patient was at no time unconscious, and bore the operation with great fortitude. Death resulted on November 6th, 1864, from exhaustion. The case is reported by the operator.

Source: United States Surgeon General's Office, *The Medical and Surgical History of the War of the Rebellion (1861–1865)*, (Washington, DC: Government Printing Office, 1875), p. 362.

### Questions for Discussion

1. What does this document tell you about the nature of combat in the Civil War?
2. What are your impressions about the quality of medical care provided to Civil War soldiers after reading this account? Support your response with citations from the primary source.

## John Taylor (1835–1904)

John Taylor, born in Virginia around 1835, enlisted in the United States Navy in Brooklyn, New York, in 1863. More than 100,000 White Southern men served in the United States military during the war; every Southern state except South Carolina raised units for the Union Army. During the Civil War, Taylor served on a number of Union warships, including the USS *Sachem*, USS *North Carolina*, and USS *Pensacola* as part of the blockade of Southern ports. This assignment, while often tedious for sailors, was an essential part of the Union war effort designed to prevent the South from getting the supplies needed to wage war.

When the war ended, Taylor was assigned to the USS *Vermont*, a receiving ship stationed at the Brooklyn Navy Yard in New York Harbor. (A receiving ship is still officially a part of the Navy, but it is unable to go out to sea.) On September 9, 1865, Taylor was in command of a picket boat, a small vessel responsible for patrolling a naval base. When two ships collided, Taylor dove into the water to rescue the commander of the Brooklyn Navy Yard, Stephen D. Trenchard, who might have otherwise drowned. For this action, Taylor was awarded the Medal of Honor. He resigned from the United States Navy as a masters-mate in 1868, but rejoined in 1881, serving as a master-at-arms (a security official) in Brooklyn for three more years. He died in New York in 1904 and is buried at Cypress Hills National Cemetery.

### References

Bennett, Michael J. *Union Jacks: Yankee Sailors in the Civil War*. Chapel Hill: University of North Carolina Press, 2004.

Current, Richard Nelson. *Lincoln's Loyalists: Union Soldiers from the Confederacy*. Boston: Northeastern University Press, 1992.

National Cemetery Association. "National Cemetery Association: Cypress Hills National Cemetery." United States Department of Veterans Affairs. [cem.va.gov/cems/nchp/cypresshills.asp](http://cem.va.gov/cems/nchp/cypresshills.asp).

Thompson, M. S., comp., *General Orders and Circulars Issued by the Navy Department, from 1863 to 1887*. Washington DC: Government Printing Office, 1887.



*"USS Vermont, Receiving ship at New York after the Civil War," ca. 1860–1870s. [Naval History and Heritage Command]*





NAME	PERIOD	DATE
------	--------	------

### Primary Source

General Order, No. 71  
15, 1866.

January

Medals of honor are awarded to the following named persons who have distinguished themselves in the naval service by gallantry in action and other seamanlike qualities . . .

*John Taylor*, seaman, in charge of the picket boat attached to the New York navy yard. For coolness, promptness, and good judgment on the 9th of September, 1865, in rescuing from drowning Commander S. D. Trenchard, of the U. S. Navy, who fell overboard in attempting to get on a ferry boat which had collided with an English steamer, and needed immediate assistance.

Source: Thompson, M. S., comp., *General Orders and Circulars Issued by the Navy Department, from 1863 to 1887*. Washington DC: Government Printing Office, 1887.

### Questions for Discussion

1. For what actions did Taylor win the Medal of Honor?
  
  
  
  
  
  
  
  
  
  
2. Why might blockade duty have been tedious to a sailor yet critical to the Union war effort?



NAME

PERIOD

DATE

### Critical Thinking Questions: Civil War Service Members and Veterans

After reading about the experiences of the six individuals who participated in the Civil War, respond to the following questions:

1. The biographies you read tell the stories of six individuals from different backgrounds. What differences can you identify in their war experiences? What similarities?
2. To what extent should Pauline Cushman be considered a Veteran of the Civil War?
3. Why might the individuals you read about feel that the sacrifice required to fight in the Civil War was worth it?
4. What broader meanings can be inferred from the fact most of these individuals are buried in National Cemeteries? Why is it important to remember all of their stories? Why, then, are National Cemeteries important places?



## Sample Recruiting Posters

**THE CONSCRIPT BILL!**  
**HOW TO AVOID IT!!**

---

**U. S. NAVY.**

---

**1,000 MEN WANTED, FOR 12 MONTHS!**

---

Seamen's Pay,	- - - - -	\$18.00	per month.
Ordinary Seamen's Pay,	: : : : :	14.00	" "
Landsmen's Pay,	. . . . .	12.00	" "

**\$1.50 extra per month to all, Grog Money.**

---

**\$50,000,000 PRIZES!**

Already captured, a large share of which is awarded to Ships Crews. The laws for the distributing of Prize money carefully protects the rights of all the captors.

---

**PETTY OFFICERS,—PROMOTION.**—Seamen have a chance for promotion to the offices of Master at Arms, Boatswain's Mates, Quarter Gunners, Captain of Tops, Forecastle, Holds, After-Guard, &c.  
Landsmen may be advanced to Armourers, Armourers' Mates, Carpenter's Mates, Sailmakers' Mates, Painters, Coopers, &c.  
**PAY OF PETTY OFFICERS,**—From \$20.00 to \$45.00 per month.  
**CHANCES FOR WARRANTS, BOUNTIES AND MEDALS OF HONOR.**—All those who distinguish themselves in battle or by extraordinary heroism, may be promoted to forward Warrant Officers or Acting Masters' Mates,—and upon their promotion receive a guaranty of \$100, with a medal of honor from their country.  
All who wish may leave **HALF PAY** with their families, to commence from date of enlistment.  
Minors must have a written consent, sworn to before a Justice of the Peace.

---

**For further information apply to U. S. NAVAL RENDEZVOUS,  
E. Y. BUTLER, U. S. N. Recruiting Officer,  
No. 14 FRONT STREET, SALEM, MASS.**

---

FROM WRIGHT & POTTER'S BOSTON PRINTING ESTABLISHMENT, No. 4 SPRING LANE, CORNER OF DEVONSHIRE STREET.

Civil War recruiting poster, Salem, MA, 1863. (National Archives and Records Administration)



# RIFLEMEN, ATTENTION!

A COMPANY OF ONE HUNDRED MEN to be selected from the  
**BEST RIFLE SHOTS,**

In the State, is to be raised to act as a **COMPANY OF SHARP  
SHOOTERS** through the War. Each man will be entitled to

**A BOUNTY OF \$22,00,**

When mustered into the service of the United States, and

**100,00 DOLLARS**

at the close of the War, in addition to his regular pay.

No man will be accepted or mustered into service who is not an active and able bodied man, and who cannot when firing at a rest at a distance of two hundred yards, put ten consecutive shots into a target the average distance not to exceed five inches from the centre of the bull's eye to the centre of the ball; and all candidates will have to pass such an examination as to satisfy the recruiting officer of their fitness for enlistment in this corps.

Recruits having Rifles to which they are accustomed are requested to bring them to the place of rendezvous.

Recruits will be received by **JAMES D. FESSENDEN,**  
Adams Block, No. 23, Market Square, **PORTLAND, Maine.**

Sept. 16, 1861.

Bridgton Reporter Press,—S. H. Noyes, Printer.

*Civil War recruiting poster, Portland, ME, 1861. (Library of Congress)*



# TO COLORED MEN!

## FREEDOM,

### Protection, Pay, and a Call to Military Duty!

On the 1st day of January, 1863, the President of the United States proclaimed FREEDOM to over THREE MILLIONS OF SLAVES. This decree is to be enforced by all the power of the Nation. On the 21st of July last he issued the following order:

### PROTECTION OF COLORED TROOPS.

“WAR DEPARTMENT, ADJUTANT GENERAL'S OFFICE,  
WASHINGTON, July 21.”

“General Order, No. 233.

“The following order of the President is published for the information and government of all concerned:—

EXECUTIVE MANSION, WASHINGTON, July 30.

“It is the duty of every Government to give protection to its citizens, of whatever class, color, or condition, and especially to those who are duly organized as soldiers in the public service. The law of nations, and the usages and customs of war, as carried on by civilized powers, permit no distinction as to color in the treatment of prisoners of war as public enemies. To sell or enslave any captured person on account of his color, is a relapse into barbarism, and a crime against the civilization of the age.

“The Government of the United States will give the same protection to all its soldiers, and if the enemy shall sell or enslave any one because of his color, the offense shall be punished by retaliation upon the enemy's prisoners in our possession. It is, therefore, ordered, for every soldier of the United States, killed in violation of the laws of war, a rebel soldier shall be executed; and for every one enslaved by the enemy, or sold into slavery, a rebel soldier shall be placed at hard labor on the public works, and continued at such labor until the other shall be released and receive the treatment due to prisoners of war.

“ABRAHAM LINCOLN.”

“By order of the Secretary of War.

“E. D. TOWNSEND, Assistant Adjutant General.”

That the President is in earnest the rebels soon began to find out, as witness the following order from his Secretary of War:

“WAR DEPARTMENT, WASHINGTON CITY, August 8, 1863.

“SIR: Your letter of the 3d inst., calling the attention of this Department to the cases of Orin H. Brown, William H. Johnston, and Wm. Wilson, three colored men captured on the gunboat Isaac Smith, has received consideration. This Department has directed that three rebel prisoners of South Carolina, if there be any such in our possession, and if not, three others, be confined in close custody and held as hostages for Brown, Johnston and Wilson, and that the fact be communicated to the rebel authorities at Richmond.

“Very respectfully your obedient servant,

“EDWIN M. STANTON, Secretary of War.

“The Hon. GIDEON WELLES, Secretary of the Navy.”

And retaliation will be our practice now—man for man—to the bitter end.

## LETTER OF CHARLES SUMNER,

Written with reference to the Convention held at Poughkeepsie, July 15th and 16th, 1863, to promote Colored Enlistments.

BOSTON, July 13th, 1863.

“I doubt if, in times past, our country could have expected from colored men any patriotic service. Such service is the return for protection. But now that protection has begun, the service should begin also. Nor should relative rights and duties be weighed with nicety. It is enough that our country, aroused at last to a sense of justice, seeks to enrol colored men among its defenders.

“If my counsels should reach such persons, I would say: enlist at once. Now is the day and now is the hour. Help to overcome your cruel enemies now battling against your country, and in this way you will surely overcome those other enemies hardly less cruel, here at home, who will still seek to degrade you. This is not the time to hesitate or to higggle. Do your duty to our country, and you will set an example of generous self-sacrifice which will conquer prejudice and open all hearts.

“Very faithfully yours,

“CHARLES SUMNER.”

Civil War recruiting poster, n.p., ca. 1863. (National Archives and Records Administration)



## LESSON 3

# African American Veterans after World War I

BY KORY LOYOLA

## UNIT OVERVIEW

This lesson presents the experiences of African Americans who served during World War I. Students are asked to consider some of the ways African American Veterans responded to unequal treatment in post–World War I America. The primary sources highlight the contributions of four African American Veterans who are buried in National Cemeteries, emphasizing how they fought for democracy at home, even after the “war to make the world safe for democracy” was over. As students examine these sources, they will demonstrate their comprehension through independent and group work, written responses, and discussions.

## HISTORICAL BACKGROUND

See the Historical Background in the student handouts on page 58.

**GRADE LEVEL(S):** 7–12

## UNIT OBJECTIVES

Students will be able to

- Analyze primary source documents
- Infer subtle messages from primary source texts
- Summarize the meaning of primary source texts

## ESSENTIAL QUESTIONS

- In what ways did African American Service Members and Veterans promote the expansion of democracy both during and after World War I?
- In what ways did these African American Veterans use cultural expression to resist oppression?

## MATERIALS

- Historical Background (Optional)
  - Historical Background Essay: “American Soldiers of World War I,” by Lynn Dumenil, Occidental College
  - Important Phrases activity sheet
- Veteran 1: James Reese Europe
  - Biography
  - “First Lieutenant James Reese Europe and the 369th Infantry Regiment band returning to the US, February 12, 1919,” by Underwood & Underwood, NY, National Archives and Records Administration, NAID 26431310, [catalog.archives.gov/id/26431310](https://catalog.archives.gov/id/26431310).



- o Walter Donaldson, Joe Young, and Sam M. Lewis, “How ‘ya gonna keep ‘em down on the farm?” (New York: Waterson, Bernstein and Snyder, 1919).
  - Lyrics: Library of Congress, [loc.gov/item/2013562671/](https://www.loc.gov/item/2013562671/).
  - Audio: Illinois Digital Archives, [idallinois.org/digital/collection/p16614coll23/id/388](https://idallinois.org/digital/collection/p16614coll23/id/388).
- o Critical Thinking Questions
- o Optional: BBC, “The Jazz Kings Go to War,” [bbc.co.uk/sounds/play/b090v3bj](https://www.bbc.co.uk/sounds/play/b090v3bj).
- Veteran 2: Louis Santop
  - o Biography
  - o World War I Draft Registration Card for Louis Santop Loftin, June 1, 1917, New York, NY, War Department. Office of the Provost Marshal General. Selective Service System. 1917-7/15/1919, National Archives and Records Administration, NAID 572850, [catalog.archives.gov/id/572850](https://catalog.archives.gov/id/572850).
  - o Louis Santop, in Philadelphia Hilldale uniform, ca. 1918–1926, National Baseball Hall of Fame Library, BL-5802-79, [baseballhall.org/node/13711](https://baseballhall.org/node/13711).
  - o Critical Thinking Questions
- Veteran 3: William “Bill” Walker
  - o Biography
  - o William F. Walker, “Remarks to the Screen Producers Guild,” 1953, Box 1, Bill Walker papers, American Heritage Center, University of Wyoming, [i0.wp.com/ahcwyo.org/wp-content/uploads/2022/01/Bill-Walker-image3.jpg?ssl=1](https://i0.wp.com/ahcwyo.org/wp-content/uploads/2022/01/Bill-Walker-image3.jpg?ssl=1)
  - o Critical Thinking Questions
- Veteran 4: Aurelious Alberga
  - o Biography
  - o Excerpts from “Aurelious P. Alberga,” Transcript of an interview conducted on December 7, 1976, by Albert S. Broussard, Oral History Project: Afro-Americans in San Francisco prior to World War II, co-sponsored by the Friends of the San Francisco Public Library and the San Francisco African-American Historical and Cultural Society, San Francisco Public Library, [digitalsf.org/islandora/object/islandora%3A101714](https://digitalsf.org/islandora/object/islandora%3A101714).
  - o Critical Thinking Questions
- Assessment/Culminating Activity: Propose a Dedication to a Veteran

## PROCEDURE

For each primary source, students will examine text or an image and complete an analysis activity. You can employ a variety of tools to review each source: silent reading, independent or group work, turn and talk, whole-class discussion, or share reading to name a few. To “share read” a document, have the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model. This technique will support struggling readers as well as English language learners (ELL).

### Day 1: Background, James Reese Europe, and Louis Santop

1. Review the Historical Background with the class to provide context for the lesson. You may choose to discuss the information with the students or distribute the essay along with the Important Phrases activity sheet for the class to read and discuss.
2. Once the students have read the Historical Background essay and selected three important or informative phrases or



sentences, you may reconvene the class to discuss their selections. Recording student responses on a chalkboard or smartboard will help them focus on the key points of the essay. This will also direct them to pay particular attention to the historical context of the sources that they will examine.

3. Distribute materials for Veteran 1, James Reese Europe. Have students read the brief biography, examine both primary sources (a photograph and a song), and complete the analyses and the critical thinking question. You may choose to complete the activities for this Veteran as a whole-class exercise.
4. Distribute materials for Veteran 2, Louis Santop. Have students read the brief biography, examine both primary sources (a draft registration card and photograph), and complete the analyses and the critical thinking questions.
5. Have students answer the following questions on either a piece of paper or a digital platform. Remind them to cite evidence from the sources in their responses.
  - a. In what ways did James Reese Europe and Louis Santop promote the expansion of democracy both during and after World War I?
  - b. What methods did James Reese Europe and Louis Santop use to resist racial discrimination?

#### Day 2: Bill Walker and Aurelious Alberga

1. Have students work in pairs or small groups.
2. Distribute materials for Veteran 3, William “Bill” Walker. Have students read the brief biography, examine the primary source (speech), and complete the analysis and the critical thinking questions.
3. Distribute materials for Veteran 4, Aurelious Alberga. Have students read the brief biography and the primary source (interview). You may want the students to work in pairs to read the interview, with one student in the role of the interviewer and the other in the role of Aurelious Alberga. Or, you could play the recording of the interview and have students read along with the transcript as they listen. Have students complete the activity and answer the critical thinking questions. Some of the language used in this interview provides opportunities to discuss the ways talking about race has changed over time. Students will see the term “colored,” and may notice that “White” is capitalized but “black” is not.
4. Have students answer the following questions on either a piece of paper or a digital platform. Remind them to cite evidence from the sources in their responses.
  - a. In what ways did Bill Walker and Aurelious Alberga promote the expansion of democracy both during and after World War I?
  - b. In what ways did Bill Walker and Aurelious Alberga resist racial discrimination?

## SUMMATIVE ASSESSMENT

1. Assessment Option 1: Have students write an essay that responds to the prompt, “In what ways did African American Service Members and Veterans contribute to democracy both during and after World War I?” Students’ essays should include the following:
  - a. Historical context
  - b. A clear, historically defensible thesis
  - c. Ample evidence to support the claim. This could be drawn from the lesson as well as other sources.
2. Assessment Option 2: Have students select one of the four highlighted Veterans. They will then plan a memorial for one of the Veterans in that Veteran’s hometown. This activity can be done independently or in small groups. Students’ memorial plans should include
  - a. Additional research on the Veteran (outside of this lesson). If they cannot find specific information on the Veteran, they can explore events or organizations mentioned in the biography or primary sources to build up their picture of the time period.





- b. Highlights of the Veteran's contributions during World War I
- c. Highlights of the Veteran's contributions after World War I
- d. An appropriate design that reflects the Veteran's contributions

Their pitch for the memorial could take the form of an essay or a speech.



## AMERICAN SOLDIERS OF WORLD WAR I

by Lynn Dumenil, Occidental College

When the United States declared war on Germany on April 6, 1917, it entered the first modern, “total” war, characterized by technological developments, such as tanks, mustard gas, airplanes, submarines, and machine guns. Allied military forces (primarily the US, the British Empire, France, and Russia) numbered 42.5 million troops, five million of whom were killed and 12 million wounded. The Central Powers (Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire) had 22.8 million troops, with 3.1 million deaths and 8.5 million wounded.

Before actively committing to combat while materially supporting the Allied side, Americans tried to avoid entering the war, but continuing German submarine warfare, as well as President Woodrow Wilson’s belief that the United States would need a place at the peace table, ultimately led to US engagement. Ill-prepared, with only 120,000 men in the military, the country would soon find that recruiting, training, and transporting soldiers would take enormous organization.

The US Congress passed a selective service act (May 1917) that required all men between the ages of 21 and 31 to register for the draft through local boards. The inductees constituted 62 percent of the US Army. Twenty percent were immigrants and 14 percent were African Americans. Outside of the Army draft process, men also enlisted in the Navy (600,000), Marines (73,000), and Coast Guard (8800).

Combatants were male, but women also served the military. The US Navy recruited 11,000 women and the Marines 1,200 to perform clerical and related duties on the home front. About 10,000 nurses served abroad in either the American Red Cross or the Army Nurse Corps. Black nurses were excluded until pressure from civil rights groups led to the acceptance of eighteen African American women in December 1918.

African American soldiers experienced profound discrimination. They served in segregated units and for the most part were denied combat roles. Instead, most were in support units that performed arduous and menial labor. Two combat units, the 92nd and 93rd, which served in France in the American Expeditionary Forces (AEF), were exceptions, as were the Harlem Hellfighters, the 369th Infantry Division. They were the first American troops to see sustained combat, serving with the French army, before the rest of US troops were ready for combat. The 369th fought 191 days in the trenches, with upward of 1400 casualties.

Men who experienced combat quickly learned that trench warfare meant battling mud and foul air and co-existing with vermin and sometimes decomposed bodies. The war lasted for over four years, but no US troops arrived in Europe until July 1917, and US soldiers at the front (1.2 million) saw only 200 days of intense fighting. All told, the country had mobilized 4.7 million troops and sent approximately 2 million to Europe. Of these, 120,000 men died in enemy action and 198,000 were wounded.

What was the impact of World War I on its soldiers? They were a diverse group. African Americans, for example, incensed by their poor treatment, expressed a new militancy and racial pride that heightened African Americans’ demands for civil rights. Although popular memory emphasizes widespread American disillusionment after the war, many former soldiers looked back on their experiences with pride for “having won the war.” Many viewed the war as an exciting interlude when they lived in new environment and shared the comradery of their fellow soldiers. After the war, one soldier explained that despite soldiers’ happiness at returning home, he now felt lost. “These our own United States are truly artificial and bare. There is no romance or color here, nothing to suffer for and laugh at.” Probably not a universal sentiment, but his comment speaks to the difficulty that many Veterans experienced as they returned to peacetime America.

*Lynn Dumenil is the Robert Glass Cleland Professor of American History, Emerita at Occidental College. She is the author of The Second Line of Defense: American Women and World War I (2017) and The Modern Temper: American Culture and Society in the 1920s (1995).*



NAME

PERIOD

DATE

### Important Phrases

*Which phrases are the most important or informative? Choose three and give your reason for each choice.*

Phrase 1:

Why is this phrase important or informative?

Phrase 2:

Why is this phrase important or informative?

Phrase 3:

Why is this phrase important or informative?

## Veteran 1: James Reese Europe (1881–1919)

### Biography

James Reese Europe was born in Mobile, Alabama, in 1881. His father had been enslaved. When James was a child, his family moved to Washington DC. In 1904, he moved to New York, where he became a band leader and composer in the New York music, dance, and entertainment scene. He was known for his advocacy of uniquely Black music. He believed that Black musicians should produce their own music rather than imitate White musicians.

Europe enlisted in the 15th New York Army National Guard Regiment (Colored) when it was founded in 1916. He soon advanced from private to lieutenant and formed a regimental band, recruiting additional players from Puerto Rico. When the United States entered World War I in 1917, the 15th New York was sent to France, where they became the 369th Infantry Regiment, known as the “Harlem Hellfighters.” Europe continued to produce original music, impressing audiences wherever he and his band performed. The 369th was attached to the French army and Europe was the victim of a mustard gas attack in Germany. While recovering in a military hospital, he wrote more music, including the hit song “One Patrol in No Man’s Land.” He did not return to combat.

When the war ended, Europe and his Harlem Hellfighters band toured the United States. One of the songs that his band played was “How Ya Gonna Keep ‘Em Down on the Farm?” While not outwardly political, it did carry a subtle message about discrimination against Black soldiers as they returned home from war.

In 1919, a member of Europe’s band accused him of withholding pay and stabbed him to death. James Reese Europe’s legacy, however, continued on. Decades after his death, noting his significance, jazz musician Eubie Blake said, “People don’t realize yet today what we lost when we lost Jim Europe. He was the savior of Negro musicians . . . in a class with Booker T. Washington and Martin Luther King Jr.”<sup>1</sup>

James Reese Europe is buried at Arlington National Cemetery.

### References

“James Reese Europe, 1881–1919.” Library of Congress. [loc.gov/item/ihas.200038842/](https://www.loc.gov/item/ihas.200038842/).

McNally, Brendan. “Lt. James Reese Europe: The World Catches Jazz Fever, Compliments of the US Army.” Defense Media Network. February 1, 2022. [defensemедianetwork.com/stories/lt-james-reese-europe-the-world-catches-jazz-fever-compliments-of-the-u-s-army/](https://www.defensemедianetwork.com/stories/lt-james-reese-europe-the-world-catches-jazz-fever-compliments-of-the-u-s-army/).

Patterson, Michael Robert. “James Reese Europe - First Lieutenant, United States Army.” Arlington National Cemetery. [arlingtoncemetery.net/jreurope.htm](https://www.arlingtoncemetery.net/jreurope.htm).



*Lt. Jim Europe, ca. 1918 (Detroit Public Library, E. Azalia Hackley Collection)*

<sup>1</sup> Michael Robert Patterson, “James Reese Europe - First Lieutenant, United States Army,” Arlington National Cemetery [arlingtoncemetery.net/jreurope.htm](https://www.arlingtoncemetery.net/jreurope.htm).

Lt. James Reese Europe and the 369th Regiment Band returning to the US, February 12, 1919



*Underwood & Underwood, NY. (National Archives)*



NAME

PERIOD

DATE

### Photo Analysis

Closely examine the photograph and provide the details, descriptions, and decision requested.

<p>1. Details about people</p> <p>Identify the objects in this image.</p>   <p>Descriptive Summary Sentence:</p>	<p>2. Details about objects</p> <p>Identify the objects in this image.</p>   <p>Descriptive Summary Sentence:</p>
<p>3. Action/Activity</p> <p>Identify the action/activity taking place in this image.</p>   <p>Descriptive Summary Sentence:</p>	<p>4. Overall Assessment: Decision</p> <p>What have I learned about African American World War I Veterans from this image?</p>   <p>Create an original caption for this image.</p>



## “How ‘ya gonna keep ‘em down on the farm?” 1919

“Reuben, Reuben, I’ve been thinking,”  
Said his wifey dear;  
“Now that all is peaceful and calm,  
The boys will soon be back on the farm;”  
Mister Reuben, started winking, and slowly rubbed his chin;  
He pulled his chair up close to mother,  
And he asked her with a grin:

How ‘ya gonna keep ‘em, down on the farm,  
After they’ve seen Paree?  
How ‘ya gonna keep ‘em away from Broadway;  
Jazzin’ a’roun,’ and paintin’ the town?  
How ‘ya gonna keep ‘em away from harm?  
That’s a mystery;  
They’ll never want to see a rake or plow,  
And who the deuce can parleyvous a cow?  
How ‘ya gonna keep ‘em down on the farm,  
After they’ve seen Paree?

“Reuben, Reuben, you’re mistaken,”  
Said his wifey dear;  
“Once a farmer, always a jay,  
And farmers always stick to the hay;”  
“Mother Reuben, I’m not fakin’,  
Tho’ you may think it strange;  
But wine and women play the mischief,  
With a boy who’s loose with change:”

How ‘ya gonna keep ‘em, down on the farm,  
After they’ve seen Paree?  
How ‘ya gonna keep ‘em away from Broadway;  
Jazzin’ a’roun,’ and paintin’ the town?  
How ‘ya gonna keep ‘em away from harm?  
That’s a mystery;  
Imagine Reuben when he meets his pa,  
He’ll kiss his cheek and holler “oo-la-la!”  
How ‘ya gonna keep ‘em down on the farm,  
After they’ve seen Paree?

Source: Walter Donaldson, Joe Young, and Sam M. Lewis, “How ‘ya gonna keep ‘em down on the farm?” (New York: Waterson, Bernstein and Snyder, 1919). (Library of Congress)



NAME

PERIOD

DATE

### Song Analysis

1. The lyrics to this song put two people in conversation with one another. Who are they?

2. Why do the lyrics refer to “Paree”?

3. According to the lyrics, what are the speakers concerned about?

4. What places and situations are being compared and contrasted in this song?

5. Listen to the music composed for this song.

Illinois Digital Archives: [idailinois.org/digital/collection/p16614coll23/id/388](http://idailinois.org/digital/collection/p16614coll23/id/388)

What do you notice about the way the melody sounds? Does the music fit the lyrics?

6. James Reese Europe’s band performed this song after they returned from World War I. How did the song’s lyrics send a subtle message about discrimination during the Jim Crow period?





## Veteran 2: Louis Santop (1889–1942)

### Biography

As of 2023, four Black baseball players who were Veterans of World War I have been honored in the Baseball Hall of Fame—Oscar Charleston, Bullet Rogan, Jud Wilson, and Louis Santop. They all played Negro Leagues baseball, when Black players were kept out of Major League Baseball by Jim Crow laws and attitudes.

Louis Santop Loftin was born in Fort Worth, Texas, in 1889.<sup>1</sup> He began his baseball career in 1909 in the Fort Worth Wonders, later moving to Philadelphia, New York, and Chicago. He played nearly all positions but was primarily a catcher. Santop briefly left his team to join the US Navy during World War I as a fireman, 2nd class, one of the men who tended the ship's boilers. He was honorably discharged on August 13, 1919, and returned to baseball.

Because of his size (he was 6' 4") and power, he was known as "Big Bertha," after the large, heavy-duty German artillery piece. A Negro League superstar and crowd favorite, he hit in the high .300s and low .400s. He was paid \$500 a month, one of the highest salaries in the Negro Leagues. One of his best-known achievements took place during a postseason exhibition game in 1920, when he outhit Babe Ruth.

Santop retired in 1924, becoming a broadcaster and then a bartender. Despite his long and impressive career in baseball, he was not inducted into the Baseball Hall of Fame until 2006, sixty-four years after his death in 1942 at the age of 52.

Louis Santop is buried at Philadelphia National Cemetery.

### References

Holway, John. "Louis Santop, The Big Bertha." *1979 Baseball Research Journal*. [sabr.org/journals/1979-baseball-research-journal/](http://sabr.org/journals/1979-baseball-research-journal/).

Kern, Thomas. "Louis Santop." Society for American Baseball Research. [sabr.org/bioproj/person/louis-santop](http://sabr.org/bioproj/person/louis-santop).

National Baseball Hall of Fame. "About Louis Santop." [baseballhall.org/hall-of-famers/santop-louis](http://baseballhall.org/hall-of-famers/santop-louis).

Riley, James A. *The Biographical Encyclopedia of the Negro Baseball Leagues*. New York: Carroll & Graf Publishers, Inc., 1994.

Selective Service System. Draft Registration Card for Louis Santop Loftin, June 1, 1917. New York, NY: War Department. Office of the Provost Marshal General. 1917-7/15/1919. National Archives and Records Administration, NAID 572850. [catalog.archives.gov/id/572850](http://catalog.archives.gov/id/572850).

"World War 1 at Sea: United States Navy - Officer Ranks and Enlisted Rates." *Naval History*. [naval-history.net/WW1NavyUS-Ranks.htm](http://naval-history.net/WW1NavyUS-Ranks.htm).



*Louis Santop, Kansas City, MO, October 11, 1924, by J. E. Miller (Library of Congress)*

<sup>1</sup> Some sources say Loftin (his original last name) was born in Tyler, Texas, in 1890; however, on his draft registration card for World War I, he wrote that he was born in Fort Worth in 1889: National Archives, [archives.gov/atlanta/exhibits/item203\\_full.html](http://archives.gov/atlanta/exhibits/item203_full.html).



Louis Santop Loftin's Draft Registration Card, 1917

Form 1 *1064* REGISTRATION CARD No. *33 D*

1 Name in full *Louis Santop Loftin* Age, in yrs *28*  
(Given name) (Family name)

2 Home address *2220 - 5th Ave NYC*  
(No.) (Street) (City) (State)

3 Date of birth *Jan 19th 1889*  
(Month) (Day) (Year)

4 Are you (1) a natural-born citizen, (2) a naturalized citizen, (3) an alien, (4) or have you declared your intention (specify which)?  
*Yes - Yes*

5 Where were you born? *7th Worth - Tex - American*  
(Town) (State) (Nation)

6 If not a citizen, of what country are you a citizen or subject?

7 What is your present trade, occupation, or office?  
*Professional P.B.*

8 By whom employed? *Yat. C. Strong*  
Where employed? *World Bldg.*

9 Have you a father, mother, wife, child under 12, or a sister or brother under 12, solely dependent on you for support (specify which)?  
*Yes Yes Mother*

10 Married or single (which)? *Single* Race (specify which)? *Colored*

11 What military service have you had? Rank *NO*; branch \_\_\_\_\_; years \_\_\_\_\_; Nation or State \_\_\_\_\_

12 Do you claim exemption from draft (specify grounds)?

I affirm that I have verified above answers and that they are true.

*Louis Santop Loftin*  
(Signature or mark)

*4535 31-9-167-A Order # 2368*  
REGISTRAR'S REPORT *Single*

1 Tall, medium, or short (specify which)? *Tall* Slender, medium, or stout (which)? *Medium*

2 Color of eyes *Brown* Color of hair *Black* Bald? *No*

3 Has person lost arm, leg, hand, foot, or both eyes, or is he otherwise disabled (specify)?

I certify that my answers are true, that the person registered has read his own answers, that I have witnessed his signature, and that all of his answers of which I have knowledge are true, except as follows:

*P. J. Smith*  
(Signature of registrar)  
CITY CLERK,  
THE CITY OF NEW YORK

Precinct *309U*

City or County \_\_\_\_\_

State \_\_\_\_\_

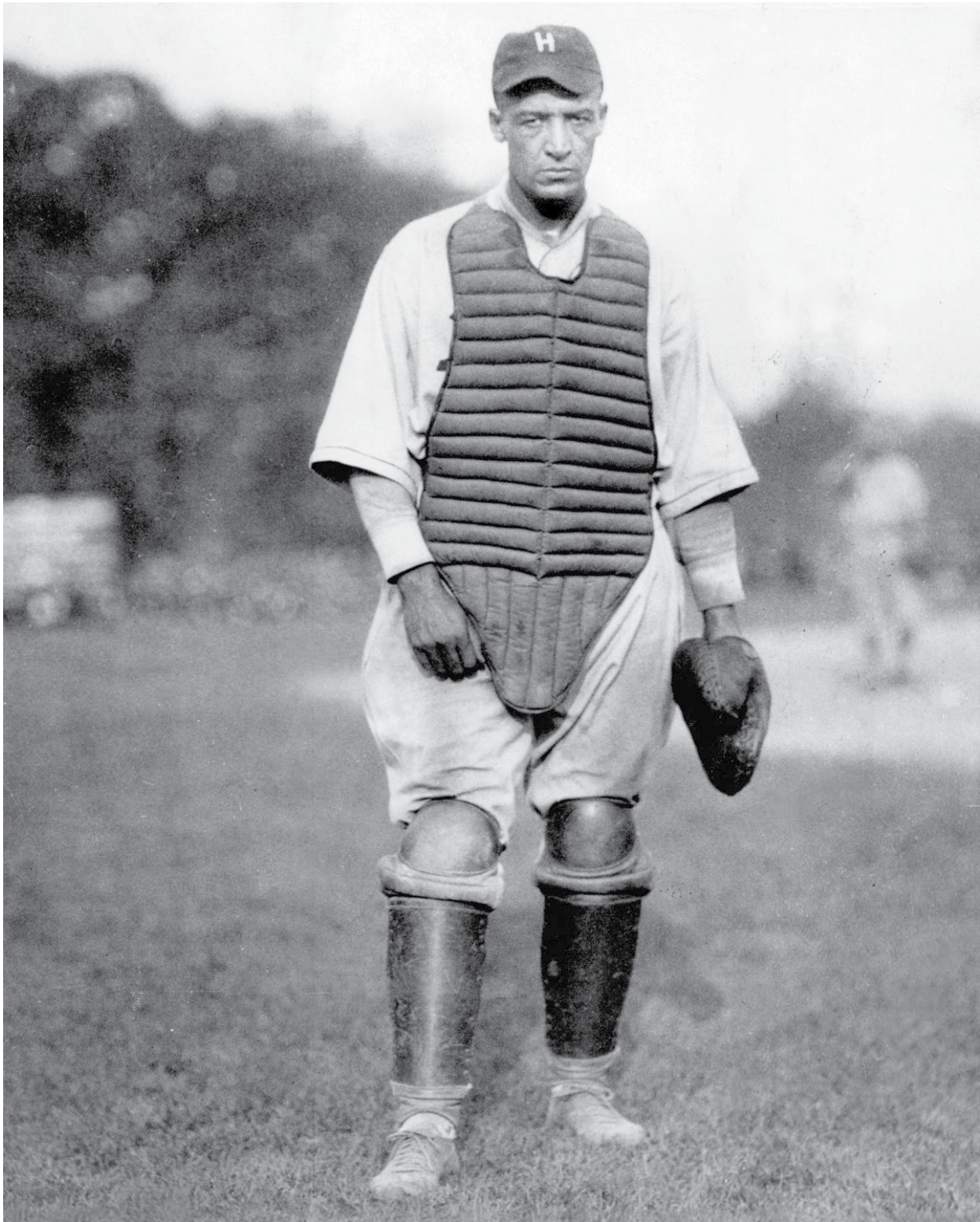
*June 17*  
(Date of registration)

*26/30*

War Department, Office of the Provost Marshal General, Selective Service System, 1917-7/15/1919. (National Archives and Records Administration, NAID 572850)



Louis Santop, ca. 1920s



*(National Baseball Hall of Fame Library)*





## Veteran 3: William Walker (1896–1992)

### Biography

William “Bill” Walker was born in Pendleton, Indiana, in 1896. He was at Butler College when the United States entered World War I, and he enlisted in the 92nd Infantry Division, also called “Buffalo Soldiers.” The division of Black troops served in France. He was not the first in his family to serve: his grandfather, who was once enslaved, had served in the Union army during the Civil War.

When WWI ended, Walker returned to the United States and began acting, first on Broadway and then, starting in 1946, in films. He found that his roles were limited to parts based on racist stereotypes, usually bartenders, domestic servants, or porters. Often, his acting roles were not even credited. Walker pushed back against this discrimination. His obituary in the *LA Times* noted that he had said, “I had a lot of arguments with directors. Most of them knew nothing about how a Negro feels, how he lives, what he thinks.”<sup>1</sup> Later in his career, he appeared in a wider variety of roles, as a clergyman, diplomat, and doctor. Walker’s most significant acting role was Reverend Sykes in *To Kill a Mockingbird* (1962). Over the course of his sixty-five-year career he was in more than 100 films and TV shows.

Eventually he expanded his resume and became a director and a producer. From 1951 to 1971, he was a member of the board of directors of the Screen Actors Guild (SAG). This position overlapped with future US president Ronald Reagan’s tenure as SAG president, and the two were friendly. While in this position, he urged the film industry to hire more Black actors.

Bill Walker died in California in 1992, and he is buried at Riverside National Cemetery in California.

### References

Charles Young Buffalo Soldiers National Monument. “The Buffalo Soldiers in WWI.” National Park Service. [nps.gov/articles/the-buffalo-soldiers-in-wwi.htm](https://nps.gov/articles/the-buffalo-soldiers-in-wwi.htm).

Folkart, Burt A. “William Walker, 95; Actor Was Longtime Guild Board Member.” *Los Angeles Times*. January 29, 1992. [latimes.com/archives/la-xpm-1992-01-29-me-1023-story.html](https://latimes.com/archives/la-xpm-1992-01-29-me-1023-story.html).

“Honor Befits Black Actor Who Protested Stereotypes.” *El Dorado (AR) News-Times*. July 6, 2022. [eldoradonews.com/news/2022/jul/06/honor-befits-black-actor-who-protested-stereotypes/](https://eldoradonews.com/news/2022/jul/06/honor-befits-black-actor-who-protested-stereotypes/).

Indiana Historical Bureau. “William (Bill) Walker, 1896–1992.” [in.gov/history/state-historical-markers/find-a-marker/find-historical-markers-by-county/indiana-historical-markers-by-county/william-bill-walker/](https://www.in.gov/history/state-historical-markers/find-a-marker/find-historical-markers-by-county/indiana-historical-markers-by-county/william-bill-walker/)

Bill Walker Papers, 1950–1970. Archives West. [archiveswest.orbiscascade.org/ark:/80444/xv757095](https://archiveswest.orbiscascade.org/ark:/80444/xv757095).



*Bill Walker from the film Wait Till the Sun Shines, Nellie, 1952. (Bill Walker photo file. American Heritage Center. University of Wyoming)*

<sup>1</sup> Burt A. Folkart, “William Walker, 95; Actor Was Longtime Guild Board Member,” *Los Angeles Times*, January 29, 1992, [latimes.com/archives/la-xpm-1992-01-29-me-1023-story.html](https://latimes.com/archives/la-xpm-1992-01-29-me-1023-story.html).





## Remarks given by William F. Walker to the Screen Producers Guild, 1953

Remarks by William F. Walker for  
Screen Actors Guild  
at Screen Producers Guild  
May 7th, 1953

Gentlemen, please don't get apprehensive on seeing these pages. This really isn't a speech. I wish only to bring to your attention some very important facts. Being an actor, I'm never completely satisfied with any performance. And knowing that tonight there will be no retakes, I set these facts on paper.

I come here as a representative of the Screen Actors Guild -- as a member of its special committee seeking more and better employment of Negroes in motion pictures. It is significant that -- although this move is considered vital by Negro actors and, for that matter, by Negro communities all over the country, it was fostered by the chosen representatives of the entire acting profession.

Our Committee has already met with studio heads and the results of this meeting were reported to a membership meeting of the Actors Guild on November 9th, 1953. The report was enthusiastically received and endorsed. The Executive Board of the Union decided that, with this kind of membership support, it was time to stop talking and act to correct certain conditions. We actors come to you -- the working producers -- because we know that you shape the ultimate product.

Word got around very fast that Ronnie and I were to meet with you gentlemen tonight. I have been besieged by letters and phone calls. I find that a lot of people are pinning much hope and confidence on the outcome of this meeting. Time doesn't permit reading all of these letters, but I have selected from them some outstanding proposals.

*Bill Walker papers. (American Heritage Center, University of Wyoming)*



NAME

PERIOD

DATE

### Document Analysis

1. Author:  
Date:  
Title:
2. Who is the intended audience?
3. What is the author requesting? Why, according to the text, is he requesting this?
4. Who, according to the author, would benefit from the changes that he requests?
5. What are the most compelling or most thought-provoking statements? Why did you find the statement(s) compelling or thought provoking?
6. The document refers to “Ronnie”—Ronald Reagan—why would Walker include a reference to him in this document?
7. Summarize in your own words the overall message of this text.



---

NAME

PERIOD

DATE

---

### Critical Thinking Questions

- Walker told the Screen Producers Guild in 1953 that he was “seeking more and better employment of Negroes in motion pictures.” To what extent has Hollywood changed since Walker’s speech? To what extent has it stayed the same?
  
- In what ways did Bill Walker fight for democracy both during and after World War I?



## Veteran 4: Aurelious P. Alberga ( ca. 1884–1988)

### Biography

Aurelious Alberga was born in San Francisco in 1884 to a Jamaican father and a mother who was native to San Francisco. His first job was as an elevator operator and he went to sea for a year as a mess boy before becoming a valet and secretary for a man who was blind.

Alberga enlisted in the army in 1917 and entered the first training facility for Black officers, at Fort Des Moines in Iowa, becoming one of the first commissioned Black army officers in World War I. He served in the 92nd Division and spent nine months in France during World War I. One of his duties was to organize recreational activities for his barracks. Alberga, a first lieutenant, was soon acting captain of Company A, 365th Infantry.

On his return from France in 1919, he took on several jobs, including running a bail bond company, establishing a bootblack stand, and managing real estate and insurance. Like many other African American Veterans, when he returned from war he was determined to fight for civil rights at home. He became involved in San Francisco politics, particularly voter registration with the California State Colored Republican League, and helped establish California chapters of the NAACP. Building on his experience organizing recreational activities during the war, he founded the Booker T. Washington Community Center to provide athletic training and opportunities for young African Americans. When he was in his 60s, he married Toni Stone, a female baseball phenomenon who played on men's teams in the Negro Leagues.

In an interview for the “Afro-Americans in San Francisco prior to World War II: Oral History Project” in 1976, he talked about the many changes he had seen in the Black community in his lifetime, including African American commitment to the Democratic and Republican Parties, the NAACP, and Marcus Garvey's Back to Africa movement.

Alberga died in 1988 and is buried at Golden Gate National Cemetery in California.

### References

1910 United States Federal Census. San Francisco Assembly District 40. San Francisco, California. National Archives T624\_101. Ancestry.com. [ancestry.com/discoveryui-content/view/187094886:7884](https://www.ancestry.com/discoveryui-content/view/187094886:7884).

Ackmann, Martha. *Curveball: The Remarkable Story of Toni Stone, the First Woman to Play Professional Baseball in the Negro League*. Chicago: Chicago Review Press, 2010.

“Aurelious P. Alberga.” Department of Veterans Affairs BIRLS Death File, 1850–2010. Ancestry.com. [ancestry.com/discoveryui-content/view/12888104:2441](https://www.ancestry.com/discoveryui-content/view/12888104:2441).

Beasley, Delilah L. *The Negro Trail Blazers of California*. Los Angeles, 1919. Available on the Internet Archive, [archive.org/details/negrotrailblazer00beas/page/n7/mode/2up](https://archive.org/details/negrotrailblazer00beas/page/n7/mode/2up).

National Cemetery Administration. “African Americans in Military Service: Civil War through World War I.” US Department of Veterans Affairs. [cem.va.gov/pdf/AfricanAmericans\\_MilitaryService\\_CivilWar\\_through\\_WWI.pdf](https://cem.va.gov/pdf/AfricanAmericans_MilitaryService_CivilWar_through_WWI.pdf).

Salter I, Krewasky A. *The Story of Black Military Officers, 1861–1948*. Routledge Studies in African American History. New York: Routledge, 2014.

Wilson, Adam P. *African American Army Officers of World War I: A Vanguard of Equality in War and Beyond*. Jefferson NC: McFarland & Co., 2015.



### Interview with Aurelious Alberga, December 7, 1976

*This document is a transcript of an interview conducted with Aurelious Alberga in 1976 as part of the “Afro-Americans in San Francisco prior to World War II: Oral History Project.” “Bro” refers to Albert Broussard, an African American historian who wrote Black San Francisco: The Struggle for Racial Equality in the West, 1900–1954.*

(Tape 1, minute 27:00 to 32:13, <http://hdl.handle.net/20.500.12352/islandora:101762>)

Bro: How long were you over in France?

Alb: About nine months.

Bro: What was the reception when you got back to San Francisco?

Alb: Very good.

Bro: Was there an organization like a U.S.O. where colored troops could go at that time?

Alb: Yes. A Mrs. McCant Stewart was the head of the organization. And out of that, I found out, there were monies left over in the city’s war chest for purposes of entertaining and looking out for the Negro troops. I went to Mayor Rolph: he and I were very close friends. Mrs. McCant Stewart and I said, “We can use that money.” I said, “We can organize a concern and call it the Booker T. Washington Institute.”

Bro: Why would you call it the Booker T. Washington Institute? Who got the name for it?

Alb: Mrs. Stewart and myself. Of course at that time Booker T. Washington was foremost in the mind of all Negroes. We organized the Booker T. Washington Association; it is still in existence in San Francisco.

....

Bro: Whose idea was it to start this community center?

Alb: Mrs. Stewart and myself.

Bro: Were there any other community centers where Negroes could go in San Francisco?

Alb: No, no.

Bro: What did black children do for recreation before the center?

Alb: Well, they just played around in the streets, that’s all.

Bro: Would the White community centers admit them like the YMCA’s or Jewish Community centers?

Alb: At that time, no. No, we were trying very hard with Mr. McCoy, who was head of the YMCA at that time, but their feelings on everything were contrary to ours all the way through.

Bro: How was the Booker T. Washington Community Center received? Were Negroes enthusiastic about it?

Alb: Yes, yes. They received it well.

....

Bro: . . . What were some of the early programs of the center?

Alb: It taught the kids different kinds of sports, boxing, wrestling, running, jumping, football.

Bro: How about public speaking, areas like that? Did it have programs in those areas?

Alb: No, not at first. Later, but at first, no.

Source: “Aurelious P. Alberga,” Transcript of an interview conducted on December 7, 1976, by Albert S. Broussard, Oral History Project: Afro-Americans in San Francisco prior to World War II, co-sponsored by the Friends of the San Francisco Public Library and the San Francisco African-American Historical and Cultural Society (San Francisco Public Library).



NAME

PERIOD

DATE

### Interview Analysis

1. Who is being interviewed?
2. Who is the interviewer?
3. What is the date of the interview?
4. Describe the first thing that you notice about this interview.
5. Are any words unfamiliar to you? Are any words problematic to you?
6. Does this seem more like an interview or a conversation? Why?
7. What can you tell about the point of view of the person being interviewed?
8. What does this interview tell us about the period following World War I?
9. What does this interview tell us about 1976?



NAME

PERIOD

DATE

### Critical Thinking Questions

1. What needs did the Booker T. Washington Community Center address in San Francisco?
2. Why do you think that Alberga named this organization after Booker T. Washington? What does this name tell you about the organizers' goals? (If you don't know who Booker T. Washington is, you could find out more about him here:
  - "Booker T. Washington," Tuskegee Institute National Historic Site, Alabama, National Park Service, <https://www.nps.gov/tuin/learn/historyculture/booker-t-washington.htm>
  - "Booker T. Washington, HISTORY, <https://www.history.com/topics/black-history/booker-t-washington>.
3. In what ways did Aurelius Alberga fight for democracy both during and after World War I?



NAME

PERIOD

DATE

### Summative Activity: Propose a Dedication to a Veteran

You may have noticed that three of the four Veterans highlighted in this lesson are buried in a National Cemetery far from their original homes. Although Aurelious Alberga was born and died in San Francisco, James Reese Europe was born in Mobile, Alabama, and buried in Washington DC; Louis Santop was born in Fort Worth, Texas, and buried in Philadelphia; and Bill Walker was born in Pendleton, Indiana, and buried in California.

All four of these Veterans have been granted the honor of being buried in one of the country's National Cemeteries. Are they also honored in the towns of their birth?

In this activity you will honor one of the four Veterans in this lesson by proposing a dedication to them in their birthplace. Your dedication can take any form that you wish (renaming a street or school, a statue, a monument, or other memorial, etc.), but it must include a "pitch" to the community's leaders to convince them to allocate the community's resources to this endeavor.

In your pitch you should answer the following questions:

1. Who would you like to honor?
2. What facts about this Veteran have you learned from the materials in this lesson?
3. What were the Veteran's contributions to the United States during World War I?
4. What were the Veteran's contributions to the United States after World War I?
5. What design or idea are you proposing to honor the Veteran you have selected?
6. Write a 2–3 paragraph explanation of how you'd like to honor this Veteran and why the community should support your proposal.
7. Optional: Do some additional research on this Veteran. Be sure to use reliable sources. What have you learned? Where did you learn it? All of these men were leaders in their fields and were Veterans of World War I. Why can you find more information about some of these men than others?





## LESSON 4

## American Service in World War II

BY JERMAIN CORBIN

### UNIT OVERVIEW

This lesson provides an opportunity to analyze primary sources in order to understand the wartime contributions of Americans from historically underrepresented groups. Students will analyze primary sources in order to understand the commitment and courage of Service Members and Veterans from different backgrounds and serving in different roles. The Service Members and Veterans are notably buried in National Cemeteries. Students will develop their understanding of this topic by carefully examining government documents, correspondences, film, photographs and a poster, and song lyrics.

### HISTORICAL BACKGROUND

See the Historical Background in the student handouts on page 87.

### GRADE LEVEL(S): 7–12

### UNIT OBJECTIVES

Students will be able to

- Analyze primary source documents using close-reading strategies
- Develop inferences based on information presented in a source
- Collaborate with a group to efficiently complete a task

### ESSENTIAL QUESTIONS

- How do Service Members' and Veterans' stories and experiences reflect issues facing the larger American society?
- To what extent did Veterans use their wartime experiences as a springboard to effect social change?
- Why do the stories of Service Members and Veterans from different backgrounds who served in different roles matter?

### MATERIALS

Day 1

- Historical Background (Optional)
  - o Historical Background Essay: "US Soldiers in World War II," by Luis Alvarez, University of California, San Diego
  - o Important Phrases activity sheet
- Franklin Edward Kameny
  - o Biography
  - o Primary sources and activity sheets



- Excerpts from Executive Order 10450—Security requirements for Government employment, April 27, 1953, Executive Orders, Office of the Federal Register, National Archives, [archives.gov/federal-register/codification/executive-order/10450.html](https://www.archives.gov/federal-register/codification/executive-order/10450.html).
- Excerpts from a Letter from Frank E. Kameny to President Lyndon B. Johnson, October 23, 1965, The Library of Congress.
- Mary Crawford Ragland
  - o Biography
  - o Primary sources and activity sheets
    - *Negro Personnel, Hull and Cambridge, England*, April 15, 1945, Motion Picture 111-ADC-3998; Moving Images Relating to Military Activities, 1947–1964; Records of the Office of the Chief Signal Officer, Record Group 111; National Archives at College Park, College Park, MD.
      - YouTube: <https://www.youtube.com/watch?v=sMSGpIJXrc8>
      - WWII Nat Archives Videos on Internet Archive: <https://archive.org/details/wwii-nat-archives-videos/Negro+Personnel%2C+Hull+and+Cambridge%2C+England.mp4>
    - Major Charity E. Adams and Captain Mary Kearney inspect the 6888th Central Postal Directory Battalion, February 15, 1945, Record Group 111, Records of the Office of the Chief Signal Officer, 1860–1985, National Archives, NAID 531249, [catalog.archives.gov/id/531249](https://catalog.archives.gov/id/531249).
    - Resolution honoring the 6888 Battalion with Congressional Gold Medal: Excerpts from US Congress, House, *To Award a Congressional Gold Medal to the Members of the Women's Army Corps Who Were Assigned to the 6888th Central Postal Directory Battalion, Known as the "Six Triple Eight,"* HR 1012, 117th Cong., 1st sess., introduced in House February 11, 2021, [congress.gov/117/bills/hr/1012/BILLS-117hr1012ih.pdf](https://www.congress.gov/117/bills/hr/1012/BILLS-117hr1012ih.pdf).

## Day 2

- Felix Longoria
  - o Biography
  - o Primary Sources with activity sheets
    - January 10, 1949, A Letter from Dr. Hector Garcia to Lyndon Johnson, Dr. Hector P. Garcia Papers, Collection 5, Box 47, Folder 29. Special Collections and Archives, Mary and Jeff Bell Library, Texas A&M University-Corpus Christi, [library.tamucc.edu/exhibits/s/garcia/item/50](https://library.tamucc.edu/exhibits/s/garcia/item/50).
    - January 11, 1949, Telegram from Lyndon Johnson to Dr. Hector Garcia, Special Collections and Archives, Mary and Jeff Bell Library, Texas A&M University-Corpus Christi, [omeka.tamucc.edu/exhibits/s/TAMUCCHistory/media/366](https://omeka.tamucc.edu/exhibits/s/TAMUCCHistory/media/366).
    - January 13, 1949, Letter from John J. Herrera to Lyndon Johnson, Houston Metropolitan Research Center at Houston Public Library via The Portal to Texas History, University of North Texas Libraries, [texashistory.unt.edu/ark:/67531/metaph249980](https://texashistory.unt.edu/ark:/67531/metaph249980).



- Ira Hayes
  - o Biography
  - o Primary Sources with activity sheets
    - Joe Rosenthal, “Second Flag Raising on Iwo Jima,” [Ira Hayes on far left], February 23, 1945, US Navy Records, National Archives, NAID 520748, [catalog.archives.gov/id/520748](https://catalog.archives.gov/id/520748).
    - C. C. Beale, “Now...All Together,” [Ira Hayes on far left], featuring iconic image of the second flag raising on Iwo Jima, War Finance Division, US Government Printing Office, 1945, The Gilder Lehrman Institute of American History, GLC09520.34, [gilderlehrman.org/collection/glc0952034](https://gilderlehrman.org/collection/glc0952034).
    - Optional: Louis Lowery, “First Flag Raising on Iwo Jima,” February 23, 1945, The Gilder Lehrman Institute of American History, GLC06361, [gilderlehrman.org/collection/glc06361](https://gilderlehrman.org/collection/glc06361).
    - Peter La Farge, “The Ballad of Ira Hayes,” Edward B. Marks Company, 1962. Available in different versions on YouTube. This one is performed by Johnny Cash: [https://www.youtube.com/watch?v=\\_FAZ9uuGSa4](https://www.youtube.com/watch?v=_FAZ9uuGSa4).

## PROCEDURE

### Day 1

1. Before delving into the sources, take time to compile a reference list with your students: What are civil rights? How are they defined in the US Constitution? What are some groups that have struggled to achieve equality? What are some ways individuals and groups have fought for these rights?
2. Review the Historical Background.
  - a. You may choose to discuss the contents of the essay to put the lesson in context or you may distribute it, along with the Important Phrases activity sheet, to the class to read and discuss.
  - b. You may choose to “share read” the Historical Background with the class. To share read, have the students follow along silently while you begin reading aloud, modeling prosody, inflection, and punctuation. Ask the class to join in with the reading after a few sentences while you continue to serve as the model for the class. This technique will support struggling readers as well as English language learners (ELL).
  - c. Once the students have read the Historical Background and selected three important or informative phrases or sentences, you may reconvene the class to discuss their selections.
3. The first activity will be completed as a whole-class exercise. It examines a Veteran’s fight for civil rights after World War II.
  - a. Hand out the brief biography of Frank Kameny. You may share read it in class or have the students read it silently.
  - b. Hand out the Summary Organizer for Executive Order 10450—Security requirements for Government employment. Display it in a format large enough for the whole class to see. Share read the text with the class as described above.
  - c. Explain that the objective is to select keywords from the text and then use those words to create a summary sentence that demonstrates an understanding of Executive Order 10450.
  - d. Guidelines for Selecting the Keywords: Keywords are especially important to understanding the text. Without them, the selection would not make sense. These words are usually nouns or verbs. Tell the students not to pick “connector” words (*are, is, the, and, so, etc.*). The number of keywords depends on the length of the original selection. This selection is about 320 words, so the class can pick eight to ten words. The students must know the meaning of the words they select. This will give them practice reasoning out word meanings using context and advancing dictionary skills.



- e. Students will now select up to ten words that they believe are keywords and underline them on their organizers.

Note: This document provides context for understanding the impetus for Franklin Edward Kameny's social activism: "(iii) Any criminal, infamous, dishonest, immoral, or notoriously disgraceful conduct, habitual use of intoxicants to excess, drug addiction, sexual perversion." Since the term "sexual perversion" may be objectionable, it has been replaced with the following: *and any individual engaging in sexual practices that are regarded as outside the norm.* You should let the students know that the words in brackets have replaced a phrase that is objectionable. If you choose to use the term "sexual perversion," you should tell students that in 1953 being gay was seen by the US government as practicing a "sexual perversion."

- f. Survey the class to find out what they selected as keywords. You can ask for a show of hands to determine the most popular choices. Using this vote and after some discussion, the class should, with your guidance, decide on the final list of keywords. Now, no matter which words the students had previously selected, have them write the words agreed upon by the class or chosen by you into the Keywords section of the organizer.
  - g. The class will then develop a summary sentence using the keywords that conveys the meaning of the document.
  - h. To ensure that students understand the document, they will restate the summary in their own words.
4. The students will read the next document and work on the activity sheet in pairs or small groups.
    - a. Handout Kameny's letter to President Lyndon B. Johnson. You may choose to share read the letter with the class or have the students read the letter silently to themselves.
    - b. The students should select three important or powerful phrases or sentences.
    - c. They should then explain why they selected each phrase or sentence.
  5. End the activity with a discussion. You may have two students turn to each other and address the questions, responding to each other's comments in this pair-share activity or facilitate a whole-class discussion. Address the Essential Questions:
    - a. How does Kameny's story reflect issues facing the larger American society?
    - b. To what extent was Kameny's wartime experience a springboard to effect social change?
    - c. Why does Kameny's story matter?
  6. The next Veteran featured is Mary Crawford Ragland, who served in the 6888th Central Postal Directory Battalion in England and France. This part of the lesson focuses on behind-the-scenes missions.
    - a. Ask the students what services are important behind the lines. Dive deeper and have students discuss the importance of essential services like communications and mail delivery. This was important to Service Members and their families and friends back home. How would the students feel if they were in either position and could not communicate with family and friends?
    - b. Hand out the brief biography of Mary Crawford Ragland. You may choose to share read it with the class or have the students read it silently to themselves.
  7. In the first activity students will view *Negro Personnel, Hull and Cambridge, England*. The silent film can be found at
    - a. YouTube: <https://www.youtube.com/watch?v=sMSGpIJXrc8>
    - b. WWII Nat Archives Videos on Internet Archive: <https://archive.org/details/wwii-nat-archives-videos/Negro+Personnel%2C+Hull+and+Cambridge%2C+England.mp4>
    - c. The film is over 7 minutes long; consider using the following segments:



- i. 0:12–1:13 - correcting addresses and sorting mail
    - ii. 3:15–3:45 - bags of mail waiting for delivery
    - iii. 6:04–6:27 - sending mail out for delivery
  - d. After watching the film, the student will complete items 1, 2, and 3 in the film analysis activity sheet. Leave item 4 for the end of the lesson.
  - e. If you do not have internet access in class, you may choose to analyze the photograph of the 6888th Central Postal Directory Battalion instead of the film clip. Distribute the photograph and the activity sheet. Have the students closely examine the photograph and complete items 1, 2, and 3. Leave item 4 for the end of the lesson.
8. In the next activity the students will analyze H.R. 1012, which awarded the Congressional Gold Medal to the members of the Women's Army Corps who were assigned to the 6888th Central Postal Directory Battalion. Students will complete the Important Phrases activity, working in pairs or small groups. Review document findings with students.
9. Have the students complete item 4 in the Film or Photo Analysis activity sheet and discuss their responses: What have they learned about the role of African American women during World War II?
10. End the lesson with a pair-share or whole class discussion addressing the questions:
- a. How does Mary Crawford Ragland's story reflect issues facing the larger American society?
  - b. To what extent was Mary Crawford Ragland's wartime experience a springboard to foster social change?
  - c. Why does her story matter?

## Day 2

1. This activity examines the racial prejudice experienced by some military personnel after the war. Begin by asking students how they believe soldiers returning from war should be treated. In what ways has race or ethnicity played a role in the lives of military personnel after they returned home from war?
  - a. Hand out the biography of Felix Longoria. You may choose to share read the text with the class or have the students read it silently to themselves.
  - b. Hand out the primary sources related to the burial of Felix Longoria: two letters to Senator Lyndon B. Johnson and a telegram from Johnson. You may have them work in pairs or small groups. After closely reading each document, the students will select one key phrase and explain why it is important or powerful.
  - c. After reading all three documents, they should answer the following question: How might this event inspire the Mexican American community to fight for political and social change?
  - d. Review document findings with students.
  - e. End the activity with a pair-share discussion or whole class discussion. Address the questions:
    - i. How does Felix Longoria's story reflect issues facing the larger American society?
    - ii. To what extent was Felix Longoria's wartime experience a springboard to foster social change?
    - iii. Why does his story matter?
2. With the biography of Ira Hayes, the class will address the idea of heroism during the war and the impact of post-traumatic stress. Begin by asking students about what the American flag represents to Veterans and Service Members as well as civilians.



- a. Hand out the images for analysis. The handouts include the iconic flag-raising photograph by Joe Rosenthal and a war bonds poster using that image. The original photograph of the “first flag raising” is also provided if you want to look at the contrast with the class.
  - b. The students will analyze images from the second flag raising on Iwo Jima during the battle for the island in World War II. Compare and contrast the photograph and the poster that was used later that year to raise funds to support the ongoing war effort in the Pacific. This activity can be completed individually or in pairs or small groups.
  - c. Discuss findings with students. Share with students the staging of the photograph. You may show them the photograph of the first flag raising that was later recreated in more dramatic fashion with a larger flag. Ask students whether the existence of the first photograph and the restaging for the second photograph diminish the iconic image’s importance or power.
3. Students will analyze *The Ballad of Ira Hayes*, working individually, in pairs, or in small groups. You may choose to begin or end this exercise with the biography of Ira Hayes, who is one of the Marines featured in the iconic photograph (on the far left).
    - a. Students will complete the Song Analysis activity, identifying the main idea of each stanza and one important fact they learned about Ira Hayes. The chorus is only included once on the activity sheet. Several versions of the song can be found on YouTube. This one is sung by Johnny Cash and shows the lyrics: <https://www.youtube.com/watch?v=FAZ9uuGSa4>.
    - b. The class will share their findings. Be sure to address the role PTSD played in Hayes’s life.
  4. End the lesson with a pair-share discussion or whole class discussion. Address the questions:
    - a. How does Ira Hayes’s life reflect issues facing the larger American society?
    - b. To what extent was Ira Hayes’s wartime experience and postwar experience a springboard to effect social change?
    - c. Why does his story matter?



## US SOLDIERS IN WORLD WAR II

by Luis Alvarez, University of California, San Diego

The United States officially entered World War II after the Japanese bombed Pearl Harbor on December 7, 1941. Any pretense of American neutrality came to an end and US troops soon flooded the European and Pacific theaters of war in the conflict against the Axis powers of Germany, Japan, and Italy. The fight against fascism was globalized. In the years that followed, the war at home and abroad revealed both the promise and contradictions of American democracy.

The war opened a chapter in the history of American soldiering unlike any other. Sixteen million Americans served and suffered an estimated 400,000 casualties. Beginning with boot camp, enlistees sacrificed for their country and helped define a generation of the American experience. From the battle of Guadalcanal in the South Pacific in August 1942 to the D-Day invasion on the beaches of Normandy, France, on June 6, 1944, they faced harrowing combat, unthinkable violence, and difficult conditions. Although the military was still segregated, their numbers included more than one million African Americans and 500,000 Latinos. Black troops were assigned to segregated units and prohibited from joining the Marines, while many Latinos served in White units and Afro-Latinos served in Black units. Soldiers of color thus lived the contradiction of fighting for US democracy overseas when equal citizenship was not readily available in their own units.

Back on the home front, the nation mobilized for war and industry boomed. Aircraft construction, ship manufacturing, and the production of raw materials like steel, aluminum, and oil fueled the war effort and helped pull the US economy from the Great Depression. As the number of jobs grew, so too did the flow of migrants to big cities searching for employment. More women, African Americans, and Latina/os gained wartime jobs and images of Rosie the Riveter fed popular belief that everyone should contribute to the war effort. Still, many women and non-White workers were the last hired or first fired. Jim Crow and Juan Crow continued to plague much of the country and more than 120,000 Japanese and Japanese Americans were sent to internment camps in spring 1942. Many African Americans, Asian Americans, and Latina/os supported the Double V Campaign: victory against fascism abroad and for equality at home. There were some successes, including President Franklin D. Roosevelt's Executive Order 8802 banning discrimination in federal employment, but citizenship and full participation in the war effort remained divided along racial lines.

In August of 1945, the US dropped atomic bombs on Hiroshima and Nagasaki, Japan, effectively ending the war. Hope, fear, and uncertainty shaped many Americans' visions of the future. For many Veterans, the emotional toll of combat and disability, ongoing segregation, and backlash against Veterans of color made the transition to civilian life difficult. Yet economic growth and a renewed push for civil rights also created new opportunities. Marriage and birth rates skyrocketed and Veterans became a powerful voting bloc. Organizations like the American Legion, Veterans of Foreign Wars, and Disabled American Veterans grew in stature. The GI Bill provided homeowner provisions, education and training programs, and tuition to help millions of Veterans buy homes, gain employment, and enroll in college. And, in 1948, President Harry Truman banned segregation in the Armed Forces, building upon efforts by organizations like the National Association for the Advancement of Colored People (NAACP) and the Mexican American GI Forum that demanded civil rights for Veterans of color.

World War II transformed the lives of Veterans and changed the course of American history. The US emerged from the war as a global superpower, the Cold War with the Soviet Union percolated in its aftermath, and the seeds of future struggles for Civil Rights were firmly planted.

*Luis Alvarez is a professor of history at the University of California, San Diego, researching in the areas of relational race and ethnicity. He is the author of The Power of the Zoot: Youth Culture and Resistance during World War II (2008).*



NAME

PERIOD

DATE

### Important Phrases

*Which phrases are the most important or informative? Choose three and give your reason for each choice.*

Phrase 1:

Why is this phrase important or informative?

Phrase 2:

Why is this phrase important or informative?

Phrase 3:

Why is this phrase important or informative?





## Franklin Edward Kameny (1925–2011)

Franklin Edward Kameny was born in Queens, New York, in 1925. Remarkably, he enrolled at Queens College at the age of 15 to study physics. In 1943 at the age of 18, he was drafted into the United States Army and served in the 58th Armored Infantry Battalion in the European Theater of World War II. His service notably included combat during such monumental moments as the Ruhr Pocket campaign in Germany, where more than 300,000 German soldiers were captured.

After completing his service, Kameny went on to earn a PhD in astronomy from Harvard University and began working as an astronomer for the Army Map Service in 1957. Despite his exceptional work, Kameny was fired from Army Map Services less than a year after he started. His dismissal was based on an executive order preventing members of the gay community from federal employment. He responded by suing the government in 1961; his was the first gay rights case to reach the US Supreme Court.

Although his lawsuit was dismissed, the experience inspired Frank to found the Mattachine Society of Washington, an early gay rights organization. In 1971 Kameny tried to take his platform to the political realm, unsuccessfully running for the delegate seat representing the District of Columbia in the House of Representatives. In the mid-1970s he took the American Psychiatric Association to task to reverse its classification of homosexuality as a mental disorder. Because of the work of Kameny and other activists in 1975, the Civil Service Commission ended the ban on LGBTQ employees.

In 2006, nearly fifty years after his dismissal, Frank received a formal apology from the US government. At this time a private group fundraised to create a collection in his name at the Manuscript Division of the Library of Congress. Several protest signs from Kameny's collection were also donated to become part of the permanent collections of the Smithsonian's National Museum of American History. Additionally in 2010, Washington DC named a stretch of 17th Street NW near Dupont Circle "Frank Kameny Way" in his honor.

Franklin Edward Kameny died in 2011. He is buried at the Congressional Cemetery.

### References

"Gay Civil Rights Pioneer Frank Kameny Presents Lifetime Papers and Historic Artifacts to the Nation" (Press release). Smithsonian National Museum of American History, October 6, 2006.

Dunlap, David W. "Franklin Kameny, Gay Rights Pioneer, Dies at 86." *New York Times*, October 12, 2011.

Franklin E. Kameny Collection. Library of Congress. [loc.gov/item/afc2001001.05208/](https://www.loc.gov/item/afc2001001.05208/).



## Summary Organizer: Executive Order 10450—Security requirements for Government employment, 1953

### *Original Text*

WHEREAS the interests of the national security require that all persons privileged to be employed in the departments and agencies of the Government, shall be reliable, trustworthy, of good conduct and character, and of complete and unwavering loyalty to the United States . . . it is hereby ordered as follows . . .

Sec. 8. (a) The investigations conducted pursuant to this order shall be designed to develop information as to whether the employment or retention in employment in the Federal service of the person being investigated is clearly consistent with the interests of the national security. Such information shall relate, but shall not be limited, to the following . . .

(iii) Any criminal, infamous, dishonest, immoral, or notoriously disgraceful conduct, habitual use of intoxicants to excess, drug addiction, [and any individual engaging in sexual practices that are regarded as outside the norm.] . . .

(d) There shall be referred promptly to the Federal Bureau of Investigation all investigations being conducted by any other agencies which develop information indicating that an individual may have been subjected to coercion, influence, or pressure to act contrary to the interests of the national security, or information relating to any of the matters described in subdivisions (2) through (8) of subsection (a) of this section. In cases so referred to it, the Federal Bureau of Investigation shall make a full field investigation. . . .

Sec. 9. (a) There shall be established and maintained in the Office of Personnel Management a security-investigations index covering all persons as to whom security investigations have been conducted by any department or agency of the Government under this order. . . . The security-investigations index shall contain the name of each person investigated, adequate identifying information concerning each such person, and a reference to each department and agency which has conducted an investigation concerning the person involved or has suspended or terminated the employment of such person under the authority granted to heads of departments and agencies by or in accordance with the said act of August 26, 1950.

Source: Executive Order 10450—Security requirements for Government employment, April 27, 1953, Executive Orders, Office of the Federal Register, National Archives, [archives.gov/federal-register/codification/executive-order/10450.html](https://www.archives.gov/federal-register/codification/executive-order/10450.html)



---

NAME	PERIOD	DATE
------	--------	------

---

### Summary Organizer: Executive Order 10450, 1953

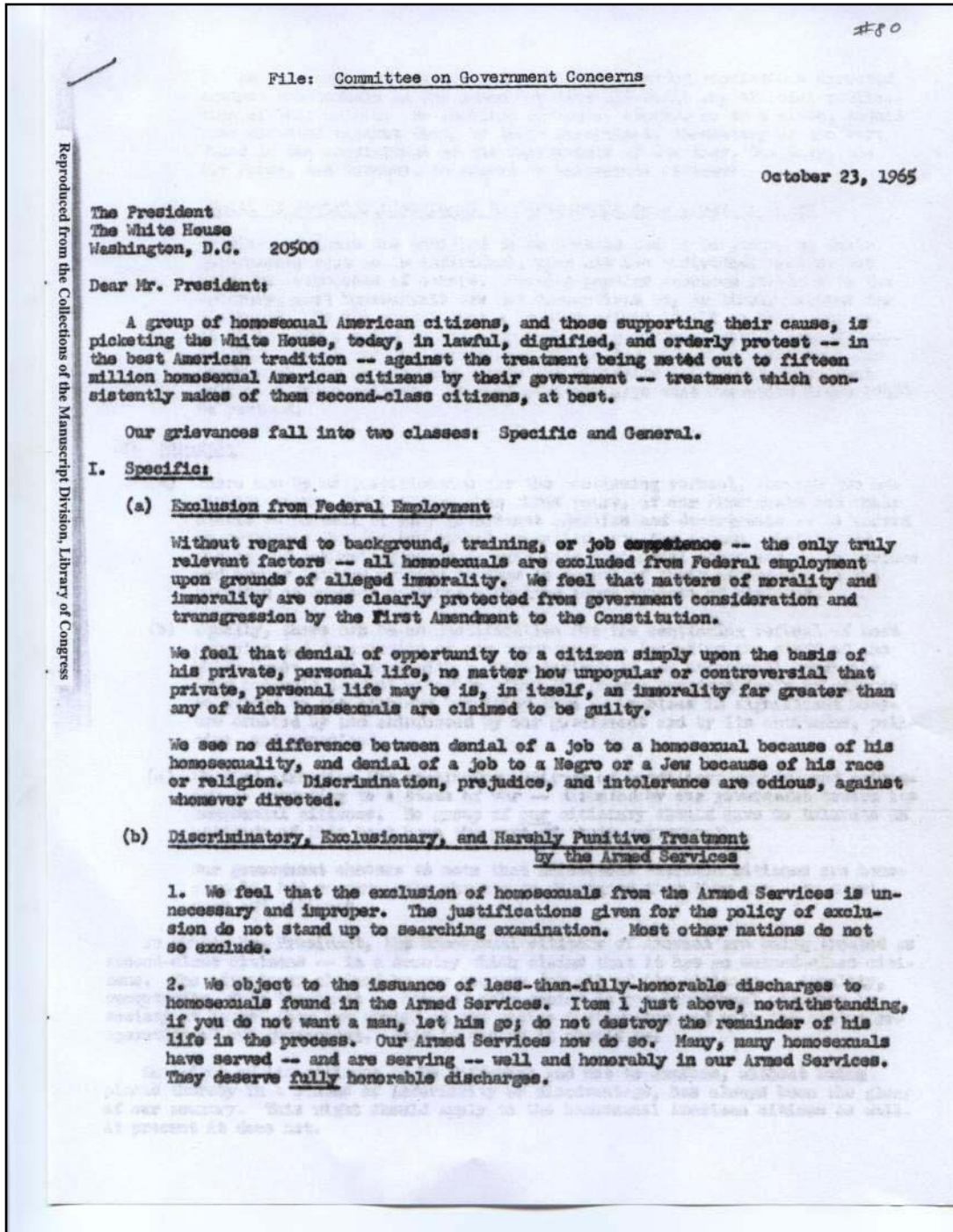
Keywords (8–10):

Keyword Summary:

In Your Own Words:



## Letter from Frank Kameny to President Lyndon B. Johnson, 1965



Frank E. Kameny to President Lyndon B. Johnson, October 23, 1965. (Library of Congress)



## Letter from Frank Kameny to President Lyndon B. Johnson, 1965

### *Original Text*

October 23, 1965

Dear Mr. President:

A group of homosexual American citizens, and those supporting their cause, is picketing the White House, today, in lawful, dignified, and orderly protest – in the best American tradition – against the treatment being meted out to fifteen million homosexual American citizens by their government – treatment which consistently makes of them second-class citizens, at best.

Our grievances . . .

(a) Exclusion from Federal Employment

Without regard to background, training, or job experience . . . all homosexuals are excluded from Federal employment upon grounds of alleged immorality. We feel that matters of morality and immorality are one clearly protected from government consideration and transgression by the First Amendment to the Constitution.

We feel that denial of opportunity to a citizen simply upon the basis of his private, personal life, no matter how unpopular or controversial . . . is, in itself, an immorality far greater than any of which homosexuals are claimed to be guilty.

We see no difference between denial of a job to a homosexual . . . and denial of a job to . . . [an individual] because of his race or religion. . . .

(b) Discriminatory, Exclusionary, and Harshly Punitive Treatment by the Armed Services

1. We feel that the exclusion of homosexuals from the Armed Services is unnecessary and improper. . . .

2. We object to the issuance of less-than-fully-honorable discharges to homosexuals . . . if you do not want a man, let him go; do not destroy the remainder of his life . . . Many, many homosexuals have served – and are serving – well and honorably in our Armed Services. They deserve fully honorable discharges.

Source: Letter from Frank E. Kameny to President Lyndon B. Johnson, October 23, 1965, The Library of Congress



NAME

PERIOD

DATE

### Important Phrases: Frank Kameny

*Which phrases are the most important or powerful? Choose three and give your reason for each choice.*

Phrase 1:

Why is this phrase important or powerful?

Phrase 2:

Why is this phrase important or powerful?

Phrase 3:

Why is this phrase important or powerful?



## Mary Crawford Ragland (1927–2010)

Mary Crawford Ragland was born in 1927 in Georgia and was raised in Wilmington, Delaware, by her adoptive parents. Right out of high school, Mary enlisted in the United States Army in the Women's Army Corps in May 1944. She was driven by a sense of adventure, but she also realized that “everything she and her comrades did was being watched and judged.”<sup>1</sup> She served with the 6888th Central Postal Directory Battalion.

The battalion was the only all-Black Women's Army Corps that served overseas during World War II. The group was tasked with moving mail for military personnel. Before the battalion's arrival in England in 1945, mail was delivered sporadically, and the lack of mail was causing morale problems among the soldiers. The battalion started their mission in Birmingham, England, before moving to Rouen and Paris, France. Ragland worked as a company clerk and also participated in Army Special Services entertainment programs as a dancer. She remembered the 6888th as a tight-knit group of mature women who handled their responsibilities capably and efficiently and saw themselves as ambassadors for the African American community. When the war ended, the battalion was sent home without fanfare or recognition for their contributions.

When Mary returned to civilian life, she took classes at both Hampton and Howard Universities and went to business school to train as a secretary. Her employment included positions with the Department of Defense, the Army Corps of Engineers, a corporate law firm, and UNICEF.

Mary Crawford Ragland died in 2010. She is buried at Arlington National Cemetery.

### References

Mary Crawford Ragland Collection. Library of Congress. [loc.gov/item/afc2001001.91851/](https://loc.gov/item/afc2001001.91851/).

“Mary Crawford Ragland.” *6888th Central Postal Directory Battalion: A Guide to First-Person Narratives in the Veterans History Project*. Library of Congress. [guides.loc.gov/6888th-central-postal-directory-battalion/mary-crawford-ragland](https://guides.loc.gov/6888th-central-postal-directory-battalion/mary-crawford-ragland).

“Mary Crawford Ragland, U.S. Army (1922–2010).” *Prominent Women*. Arlington National Cemetery. [arlingtoncemetery.mil/Explore/Notable-Graves/Women](https://arlingtoncemetery.mil/Explore/Notable-Graves/Women).

*Negro Personnel, Hull and Cambridge, England*, April 15, 1945, Motion Picture 111-ADC-3998; Moving Images Relating to Military Activities, 1947–1964; Records of the Office of the Chief Signal Officer, Record Group 111; National Archives at College Park, College Park, MD. [archive.org/details/wwii-nat-archives-videos/Negro+Personnel%2C+Hull+and+Cambridge%2C+England.mp4](https://archive.org/details/wwii-nat-archives-videos/Negro+Personnel%2C+Hull+and+Cambridge%2C+England.mp4).

---

<sup>1</sup> Interview with Mary Crawford Ragland, January 11, 2005, Mary Crawford Ragland Collection (AFC/2001/001/91851), Veterans History Project, American Folklife Center, Library of Congress, [loc.gov/item/afc2001001.91851](https://loc.gov/item/afc2001001.91851).



NAME

PERIOD

DATE

### Film Analysis: African American Women in the Women's Army Corps, 1945

Watch the film clip of the work of the WACs of the 6888th Central Postal Directory Battalion in England in 1945 and complete the first 3 sections of this table. (You will complete the 4th section later in the lesson.)

<p>1. Descriptive Details about People</p> <p>Identify the people in this film.</p>          <p>Descriptive Summary Sentence:</p>	<p>2. Descriptive Details about Objects</p> <p>Identify the objects in the film.</p>          <p>Descriptive Summary Sentence:</p>
<p>3. Action/Activity</p> <p>Identify the action/activity taking place in the film.</p>          <p>Descriptive Summary Sentence:</p>	<p>4. Overall Assessment: Decision</p> <p>What have I learned about the role of African American women during World War II?</p>



## The 6888th Central Postal Directory Battalion, 1945



*Major Charity E. Adams and Captain Mary Kearney with the 6888th in England, February 15, 1945. (National Archives, NAID 531249)*



NAME

PERIOD

DATE

### Photo Analysis: African American Women in the Women's Army Corps, 1945

Closely examine the photograph of the women of the 6888th Central Postal Directory Battalion in England and complete the first 3 sections of this table. (You will complete the 4th section later in the lesson.)

<p>1. Descriptive Details about People</p> <p>Identify the people in this image.</p>         <p>Descriptive Summary Sentence:</p>	<p>2. Descriptive Details about Objects</p> <p>Identify the objects in the image.</p>         <p>Descriptive Summary Sentence:</p>
<p>3. Action/Activity</p> <p>Identify the action/activity taking place in the image.</p>         <p>Descriptive Summary Sentence:</p>	<p>4. Overall Assessment: Decision</p> <p>What have I learned about the role of African American women during World War II?</p>



## Resolution Awarding Congressional Medal of Honor to the 6888th Battalion, 2021

### *Original Text:*

117TH CONGRESS 1ST SESSION - [February 11, 2021]

#### H. R. 1012

To award a Congressional Gold Medal to the members of the Women's Army Corps who were assigned to the 6888th Central Postal Directory Battalion, known as the "Six Triple Eight". . .

Congress finds the following:

. . . In November 1944, the War Department approved sending African-American women to serve in Europe. A battalion of all African-American women drawn from the WAC, the Army Service Forces, and the Army Air Forces was created and designated as the 6888th Central Postal Directory Battalion . . . nicknamed the "Six Triple Eight".

Army officials reported a shortage of qualified postal officers within the ETO, which resulted in a backlog of undelivered mail. As Allied forces drove across Europe, the ever-changing locations of servicemembers hampered the delivery of mail to those servicemembers. . . . One general predicted that the backlog in Birmingham, England, would take 6 months to process and the lack of reliable mail service was hurting morale.

In February 1945, the 6888th arrived in Birmingham. Upon their arrival, the 6888th found warehouses filled with millions of pieces of mail intended for members of the Armed Forces, United States Government personnel, and Red Cross workers serving in the ETO.

The 6888th created effective processes and filing systems to track individual servicemembers, organize "undeliverable" mail, determine the intended recipient for insufficiently addressed mail, and handle mail addressed to servicemembers who had died. Adhering to their motto of "No mail, low morale", the women processed an average of 65,000 pieces of mail per shift and cleared the 6-month backlog of mail within 3 months.

The 6888th traveled to Rouen, France in May 1945 and worked through a separate backlog of undelivered mail dating back as far as 3 years.

At the completion of their mission, the unit returned to the United States. The 6888th was discontinued on March 9, 1946. . . .

The accomplishments of the 6888th in Europe encouraged the General Board, United States Forces, European Theater of Operations to adopt the following premise in their study of the WAC issued in December 1945: "[T]he national security program is the joint responsibility of all Americans irrespective of color or sex" and "the continued use of colored, along with white, female military personnel is required in such strength as is proportionately appropriate to the relative population distribution between colored and white races".

With the exception of smaller units of African-American nurses who served in Africa, Australia, and England, the 6888th was the only African-American Women's Army Corps unit to serve overseas during World War II.

Source: US Congress, House, To Award a Congressional Gold Medal to the Members of the Women's Army Corps Who Were Assigned to the 6888th Central Postal Directory Battalion, Known as the "Six Triple Eight," HR 1012, 117th Cong., 1st sess., introduced in House February 11, 2021, [congress.gov/117/bills/hr/1012/BILLS-117hr1012ih.pdf](https://www.congress.gov/117/bills/hr/1012/BILLS-117hr1012ih.pdf).



NAME

PERIOD

DATE

### Important Phrases: Mary Crawford Ragland

*Which phrases are the most important or powerful? Choose three and give your reason for each choice.*

Phrase 1:

Why is this phrase important or powerful?

Phrase 2:

Why is this phrase important or powerful?

Phrase 3:

Why is this phrase important or powerful?

### Felix Longoria (1920–1944)

Felix Longoria was born in 1920 and was raised in Three Rivers, Texas. In South Texas Mexican Americans were treated as second-class citizens and segregation was the norm. “No Mexicans” signs hung in shop windows and “White Only” signs adorned the entrance of community swimming pools.

Felix was married, with a young daughter, when his draft papers arrived in 1944. Unlike African American Service Members, Mexican Americans did not serve in segregated units. In the Army Longoria experienced a level of equality he had not experienced before. After serving only seven months, at age 25, Felix was killed by enemy fire on the island of Luzon in the Philippines. He was posthumously awarded the Bronze Star, a Good Conduct Medal, and a Combat Infantryman’s Badge.

In 1949, Private Felix Longoria’s body was taken from a temporary grave in the Philippines and shipped home to South Texas. In death, Longoria would experience the discrimination he had faced before the war. In Three Rivers, Texas, a barbed wire fence divided the town cemetery into two parts—one for Whites and one for Mexicans. His wife tried to make arrangements for a wake at Rice Funeral Home, but the director said that because Felix was Mexican he could not have a chapel service because “the whites would not like it.”

Senator Lyndon B. Johnson intervened and Private Longoria’s remains were interred at Arlington National Cemetery. His burial became a symbol of Mexican American civil rights. Today Felix Longoria is remembered with a historical roadside marker.

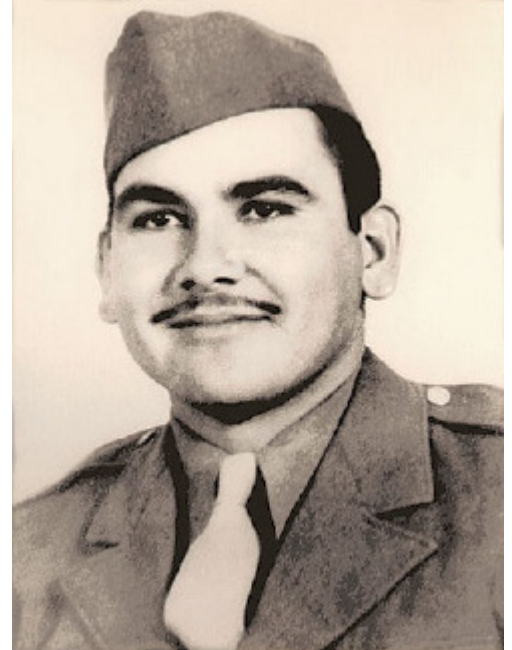
#### References

Avitua-Uviedo, Lulu Guadalupe. “Private Felix E. Longoria: An Affair, Some Would Rather Not Remember!” StMU Research Scholars. St. Mary’s University. [stmuscholars.org/an-affair-some-rather-not-remember/](http://stmuscholars.org/an-affair-some-rather-not-remember/).

“Hispanic and Latino Americans in World War II,” National WWII Museum New Orleans, n.d., [nationalww2museum.org/war/topics/hispanic-and-latino-americans-world-war-ii](http://nationalww2museum.org/war/topics/hispanic-and-latino-americans-world-war-ii).

“Learning from the War: Mexican Americans and Their Fight for Equality after World War II,” National WWII Museum New Orleans, September 21, 2021, [nationalww2museum.org/war/articles/mexican-americans-fight-for-equality-after-world-war-ii](http://nationalww2museum.org/war/articles/mexican-americans-fight-for-equality-after-world-war-ii).

Patterson, Michael Robert. “Felix Z. Longoria – Private, United States Army.” Arlington National Cemetery. [arlingtoncemetery.net/longoria.htm](http://arlingtoncemetery.net/longoria.htm).



*Pvt. Felix Longoria, 1944. (Arlington National Cemetery)*



## Letter from Dr. Hector Garcia to Senator Lyndon B. Johnson, 1949

COPY

Corpus Christi, Tex., Jan. 10 1949

Hon. Lyndon Johnson  
U.S. Senate  
Washington, D. C.

The American GI Forum, an independent veterans organization, requests your departments immediate investigation and correction of the un-American action of the Rice Funeral Home, Three Rivers, Texas, in denying the use of its facilities for the reinterment of Felix Longoria, soldier killed in Luzon, Philippine Islands and now being returned for burial in Three Rivers, based solely on his Mexican ancestry.

In direct conversation, the funeral home manager, T. W. Kennedy, stated that he would not arrange for funeral services and use of his facilities because, he said, "Other white people object to use of the funeral home by people of Mexican origin". In our estimation, this action is in direct contradiction of those same principles for which this American soldier made the supreme sacrifice in giving his life for his country and for the same people who now deny him the last funeral rites deserving of any American hero regardless of his origin.

The Rice home is the only funeral home in Three Rivers. This is a typical example of discriminatory practices which occur intermittently in this State despite our efforts to prevent them. We believe action from your office will do much toward elimination of similar shameful occurrence in the future.

(Signed) Dr. Hector P. Garcia, pres  
American GI Forum

*(Special Collections and Archives, Mary and Jeff Bell Library, Texas A&M University-Corpus Christi)*



Telegram from Senator Lyndon B. Johnson to Dr. Hector Garcia, 1949

<p><b>CLASS OF SERVICE</b> This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.</p>	<h1>WESTERN UNION</h1> <p>A. N. WILLIAMS PRESIDENT</p>	<p>1220</p> <p><b>SYMBOLS</b></p> <p>DL = Day Letter</p> <p>NL = Night Letter</p> <p>LC = Deferred Cable</p> <p>NLT = Cable Night Letter</p> <p>Ship Radiogram</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------

JAN 11 49

The filing time shown in the date line on telegrams and day letters is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

DA494 WMO9

W.SND165 LONG GOVT PD=SN WASHINGTON DM 11 537P=

DR HECTOR P GARCIA, PRESIDENT= 1949 JAN 11 PM 4 59

AMERICAN GI FORUM=CORPUS CHRISTI TEX=

RETEL. I DEEPLY REGRET TO LEARN THAT THE PREJUDICE OF SOME INDIVIDUALS EXTENDS EVEN BEYOND THIS LIFE. I HAVE NO AUTHORITY OVER CIVILIAN FUNERAL HOMES, NOR DOES THE FEDERAL GOVERNMENT. HOWEVER, I HAVE TODAY MADE ARRANGEMENTS TO HAVE FELIX LONGIRIA BURIED WITH FULL MILITARY HONORS IN ARLINGTON NATIONAL CEMETERY HERE AT WASHINGTON WHERE THE HONORED DEAD ON OUR NATIONS WARS REST. OR, IF HIS FAMILY PREFERS TO HAVE HIS BODY INTERRED NEARER HIS HOME HE CAN BE REBURIED AT FORT SAM HOUSTON NATIONAL MILITARY CEMETERY AT SAN ANTONIO. THERE WILL BE NO COST. IF HIS WIDOW DESIRES TO HAVE HIM REBUURED IN EITHER CEMETERY, SHE SHOULD SEND ME A COLLECT TELEGRAM BEFORE HIS BODY IS UNLOADED FROM AN ARMY TRANSPORT AT SAN FRANCISCO. JANUARY 13 THIS INJUSTICE AND PREJUDICE IS DEPLORABLE. I AM HAPPY TO HAVE A PART IN SEEING THAT THIS TEXAS HERO IS LAID TO REST WITH THE HONOR AND DIGNITY HIS SERVICE DESERVES=

LYNDON B JOHNSON USS=

31508

13=1

No. TO add  
Maddis to Boyer

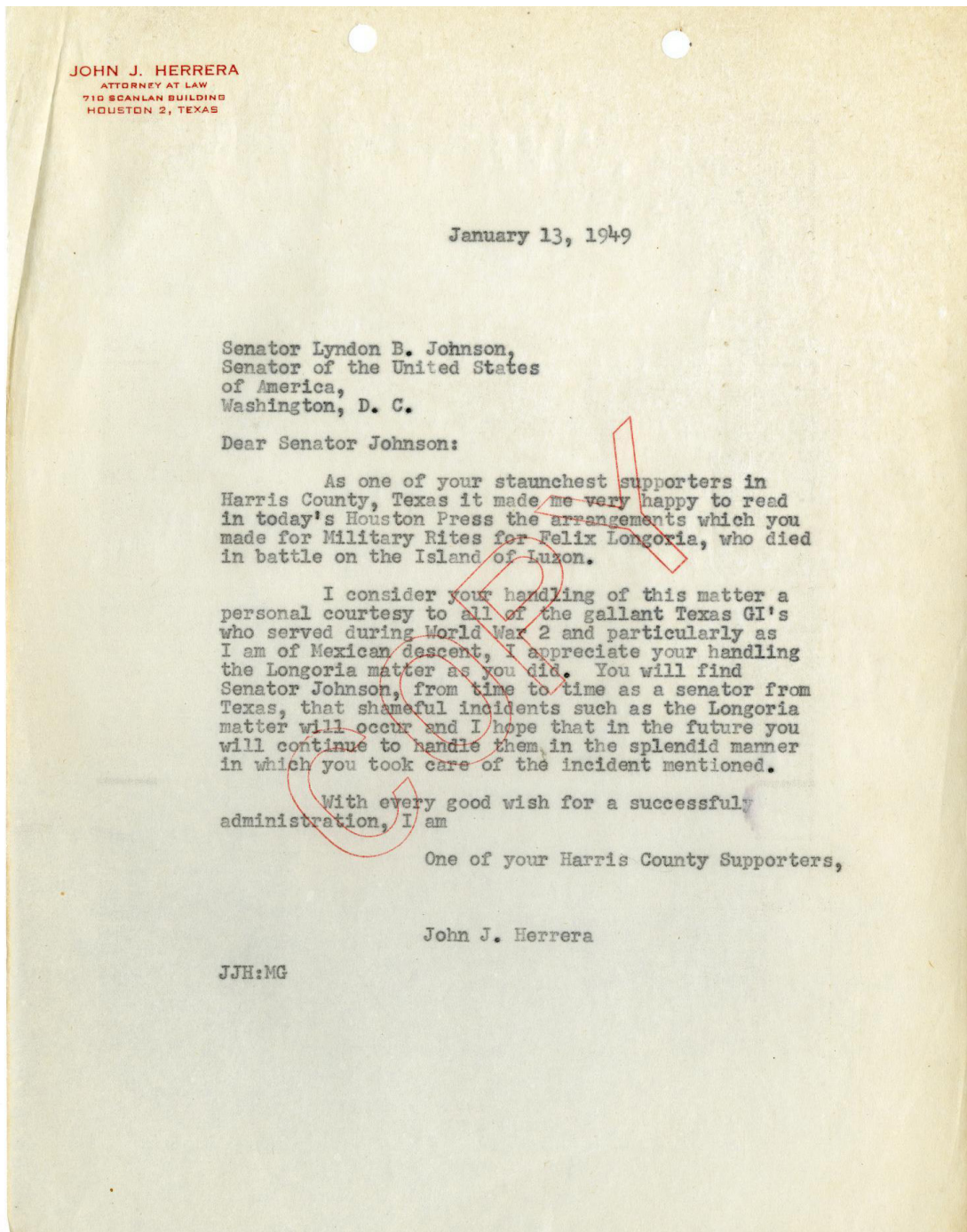
202.2

THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

(Special Collections and Archives, Mary and Jeff Bell Library, Texas A&M University-Corpus Christi)



## Letter from John Herrera to Senator Lyndon B. Johnson, 1949



*(Houston Metropolitan Research Center at Houston Public Library)*





NAME

PERIOD

DATE

### Important Phrases: Felix Longoria

*Identify one important or powerful key phrase or sentence from each of the three primary source documents and explain why you chose each phrase or sentence. Then answer the question drawing inferences from all three documents.*

Letter from Dr. Hector Garcia to Senator Lyndon B. Johnson

Key Phrase:

Why is this phrase important or powerful?

Telegram from Senator Lyndon B. Johnson to Dr. Hector Garcia

Key Phrase:

Why is this phrase important or powerful?

Letter from John Herrera to Senator Lyndon B. Johnson

Key Phrase:

Why is this phrase important or powerful?

Drawing Inferences: How might this event inspire the Mexican American community to fight for political and social change?

### Ira Hayes (1923–1955)

Ira Hayes was a Pima Indian born in 1923 in Sacaton, Arizona. He was raised in Bapchule within the boundaries of the Gila River Indian Reservation. In 1924, Indigenous people were made citizens of the United States, but they could not vote in Arizona until 1948. In 1942 Hayes worked in the Civilian Conservation Corps (CCC) as a carpenter.

In August of that year, he enlisted in the US Marine Corps Reserve. After boot camp, Hayes entered the Parachute Training School at Camp Gillespie. He became a parachutist and was promoted to private first class. He served in the Pacific theater during World War II and fought in multiple campaigns.

He is remembered as one of the six flag raisers immortalized in the iconic photograph *Raising the Flag on Iwo Jima* by photographer Joe Rosenthal in February 1945. That iconic photograph was the second version of the scene that was photographed when the flag in the first photograph was considered too small. After the battle, Ira and two other men were identified as surviving “second flag-raisers” and were reassigned to help raise funds for the Seventh War Loan drive. In June 1945 he was promoted to corporal.

Hayes received several medals and decorations, including the Commendation Ribbon with ‘V’ combat device, Presidential Unit Citation with one star (for Iwo Jima), Asiatic-Pacific Campaign Medal with four stars (for Vella Lavella, Bougainville, Consolidation of the Northern Solomons, and Iwo Jima), American Campaign Medal, and the World War II Victory Medal.

But after the war, Hayes suffered from post-traumatic stress disorder. He was unable to understand why, when “only five men in my platoon of 45 survived, when only 27 men in my company of 250 managed to escape death or injury,” he had survived and had become a celebrity.

On November 10, 1954, Ira attended the dedication of the Marine Corps War Memorial, which was a bronze replica of the famous flag raising. Two months later, after a night of heavy drinking, he died of exposure to cold and alcohol poisoning. Corporal Ira Hayes is buried at Arlington National Cemetery.

#### References

Dimuro, Gina. “Ira Hayes Raised the Flag at Iwo Jima - But History Story Ended in Tragedy.” *All That’s Interesting*, November 7, 2021. <https://allthatsinteresting.com/ira-hayes>.

George Washington Memorial Parkway. “History of the Marine Corps War Memorial.” National Park Service. [nps.gov/gwmp/learn/historyculture/usmcwarmemorial.htm](https://nps.gov/gwmp/learn/historyculture/usmcwarmemorial.htm).

Marine Corps University. “Corporal Ira Hamilton Hayes, USMCR (Deceased).” *Who’s Who in Marine Corps History*, n.d. [usmcu.edu/Research/Marine-Corps-History-Division/People/Whos-Who-in-Marine-Corps-History/Gagnon-Ingram/Corporal-Ira-Hamilton-Hayes/](https://usmcu.edu/Research/Marine-Corps-History-Division/People/Whos-Who-in-Marine-Corps-History/Gagnon-Ingram/Corporal-Ira-Hamilton-Hayes/).

Office of US Marine Corps Communication. “USMC Statement on Iwo Jima Flag Raisers.” *Marines: The Official Website of the United States Marine Corps*. [marines.mil/News/News-Display/Article/810457/usmc-statement-on-iwo-jima-flag-raisers/](https://marines.mil/News/News-Display/Article/810457/usmc-statement-on-iwo-jima-flag-raisers/).

Patterson, Michael Robert. “Ira Hamilton Hayes – Corporal, United States Marine Corps.” *Arlington National Cemetery*, February 12, 2023. [arlingtoncemetery.net/irahayes.htm](https://arlingtoncemetery.net/irahayes.htm).



*Three of the men included in the Iwo Jima second flag raising photograph, including Pvt. Ira Hayes (right), New York, May 11, 1945. (New York World-Telegram and Sun Newspaper Photograph Collection, Library of Congress)*

## Flag Raising on Iwo Jima, February 23, 1945



*Joe Rosenthal, "Second Flag Raising on Iwo Jima," [Ira Hayes on far left], February 23, 1945. (US Navy Records, National Archives, NAID 520748)*

“Now ... All Together” War Bond Poster, 1945



*(The Gilder Lehrman Institute of American History, GLC09654.54)*



## Louis Lowery, "First Flag Raising on Iwo Jima," February 23, 1945



(The Gilder Lehrman Institute of American History, GLC06361)



NAME

PERIOD

DATE

**“The Ballad of Ira Hayes” by Peter La Farge, 1962**

STANZA	IMPORTANT FACT
Ira Hayes, call him drunken Ira Hayes He won't answer anymore Not the whiskey drinkin' Indian Nor the Marine that went to war.	Important Fact:
Gather round me people, a story I will tell About a brave young Indian you should remember well From the tribe of the Pima Indian A proud and peaceful band Who farmed the Phoenix valley in Arizona land.	Important Fact:
Down the ditches for a thousand years The sparkling water rushed 'Till the white man stole their water rights And their running water hushed	Important Fact:
Now Ira's folks were hungry Their farm grew crops of weeds But when war came, he volunteered And forgot the white man's greed	Important Fact:
Summarize the meaning of the four stanzas above:	



NAME

PERIOD

DATE

<p>Spoken: They started up Iwo Jima hill, Two hundred and fifty men But only twenty-seven lived To walk back down again</p>	<p>Important Fact:</p>
<p>And when the fight was over And Old Glory raised Among the men who held it high Was the Indian, Ira Hayes.</p>	<p>Important Fact:</p>
<p>Spoken: Ira Hayes returned a hero Celebrated throughout the land He was winned and speeched and honored; Everybody shook his hand.</p>	<p>Important Fact:</p>
<p>Summarize the meaning of the three stanzas above:</p>	
<p>But he was just a Pima Indian No money, no crops, no chance At home nobody cared what Ira'd done And when do the Indians dance?</p>	<p>Important Fact:</p>
<p>Spoken: Well, Ira started drinking hard; Jail often was his home They let him raise the flag and lower it As you'd throw a dog a bone!</p>	<p>Important Fact:</p>





NAME

PERIOD

DATE

He died drunk early one mornin'  
 Alone in the land he fought to save  
 Two inches of water in a lonely ditch  
 Was the grave for Ira Hayes

Important Fact:

Yes, call him drunken Ira Hayes  
 But his land is still as dry  
 And his ghost is lyin' thirsty  
 In the ditch where Ira died.

Important Fact:

Summarize the meaning of the four stanzas above:

What conclusions can you draw about war from these lyrics?



## LESSON 5

## Cold War Challenges and Legacies in Peacetime and Wartime

BY KEVIN CLINE

### UNIT OVERVIEW

This lesson presents the experiences of American Veterans who served their country during the Korean and Vietnam conflicts. Many of these men and women are buried at National Cemeteries throughout the United States. In this lesson, students will read brief biographies of Veterans from different backgrounds and learn how these Veterans served their country. They will also examine primary sources, including photographs, court cases, and government documents. Students will also be encouraged to consider the stories of Veterans and Service Members to be found in their own communities, and gain experience in researching, preparing, and conducting oral history interviews.

### HISTORICAL BACKGROUND

See the Historical Background in the student handouts on page 118.

### GRADE LEVEL(S): 7–12

### UNIT OBJECTIVES

Students will be able to

- Analyze a variety of primary source documents using appropriate strategies
- Develop inferences based on information presented in a source
- Conduct and then apply research in order to create a presentation

### ESSENTIAL QUESTIONS

- What motivates individuals to serve in the Armed Forces?
- How did these Veterans contribute to the success of the United States military?
- Why is it important to tell the stories of Veterans and Service Members from different backgrounds?

### MATERIALS

- Optional: Historical Background
  - o Historical Background Essay: “The US and the Cold War” by Sharon Raynor, Professor and Dean, School of Humanities and Social Sciences, Elizabeth City State University
  - o Important Phrases activity sheet
- Key Moments activity sheet
- Veterans Biographies and Related Primary Sources with activity sheets



- a. Captain Walter Marty Schirra Jr. (WWII/Korea, US Navy)
  - Biography
  - Primary Source: Excerpt from James E. Webb and Robert McNamara to Vice President Lyndon B. Johnson, “Recommendations for Our National Space Program: Changes, Policies, Goals,” May 8, 1961, NASA, WEB13157-2013, [airandspace.si.edu/multimedia-gallery/5086hjjpg](http://airandspace.si.edu/multimedia-gallery/5086hjjpg).
- b. Rear Admiral Grace Murray Hopper (Korea/Vietnam, US Navy)
  - Biography
  - Primary Source: Photograph: “The Remington Rand Univac 1,” photograph by the Franklin Life Insurance Company, in Martin Weik, “A Third Survey of Domestic Electronic Digital Computing Systems.” *Ballistic Research Laboratories Report No. 1115*, March 1961, Maryland. Available at Hathi Trust Digital Library, [catalog.hathitrust.org/Record/000427973](http://catalog.hathitrust.org/Record/000427973).
- c. Sergeant Perry Watkins (Vietnam, US Army)
  - Biography
  - Excerpts from the Majority and Dissenting Opinions in *Watkins v. U.S. Army*, 875 F.2d 699, 731-32 (9th Cir. 1989), Casetext, [casetext.com/case/watkins-v-us-army-2/](http://casetext.com/case/watkins-v-us-army-2/).
- d. Sergeant Modesto Cartagena de Jesús (WWII/Korea/Vietnam, US Army)
  - Biography
  - “A patrol of ‘C’ Company, 65th Infantry Regiment returns to camp with enemy guerrillas captured by the Puerto Ricans on the outskirts of Yong Hung,” *Stars and Stripes*, Pacific edition, December 9, 1950.

## PROCEDURE

1. Optional: Historical Background
  - a. Review the Historical Background essay. You may discuss the content of the essay with the class or distribute it along with the Important Phrases activity sheet for the class to read and discuss.
  - b. If you choose to share the Historical Background essay with the class, you may want to utilize a “share read” strategy. Have the students follow along silently while you begin reading aloud, modeling prosody, inflection, and punctuation. Ask the class to join in with the reading after a few sentences while you continue to serve as the model for the class. This technique will support struggling readers as well as English language learners (ELL).
  - c. Once the students have read the Historical Background and selected three important or informative phrases or sentences, you may choose to reconvene the class to discuss their selections.
2. Divide the class into small “expert groups,” ideally groups of four, but you may gear group size to the size of your class and the needs of your students. Each group will be assigned one Veteran to work on: Walter Schirra Jr., Grace Topper, Perry Watkins, or Modesto Cartagena de Jesús.
  - a. Distribute the Veterans biographies and Key Moment and Primary Source Analysis activity sheets. You may choose to share read the biographies and/or the primary sources.
  - b. Each group will carefully read their Veteran’s biography and fill in the Key Moments activity sheet. The group will discuss the responses for the activities, but each student should complete their own copy.



- c. The students can then work together or individually on the primary source document or image provided for their Veteran. This activity will increase the students' depth of knowledge about their Veteran as well as give them an opportunity to practice valuable primary source analysis skills.
  - d. The expert groups will now split up and join new "jigsaw groups" (ideally groups of four or eight with each Veteran represented by one or two students). In these new groups each student shares the story of the Veteran they were assigned, using the Key Moments and Primary Source Analysis activity sheets to help them organize their presentation. The other members of the jigsaw group should take notes during the presentations. Every student will now have a working knowledge of all four Veterans.
  - e. The students in each jigsaw group will work together to compile a list of questions that they might ask if they were going to conduct an interview with a different Veteran or Service Member and write a brief biography.
3. The students will research and prepare a Veteran's or Service Member's biography, in small groups or individually.
- a. There are two choices for composing this biography:
    - i. Students may create a biography for a Veteran or Service Member from their family or community.
    - ii. Students may use the resources of the National Cemetery Administration as well as state and local resources to create a biography for a Veteran or Service Member buried in a National Cemetery.
  - b. To prepare for this activity, you may choose to contact your local American Legion post, visit a local National Cemetery, or conduct research using the online resources of the National Cemetery Administration to collect names of Veterans or Service Members within the community or within cemeteries. You may wish to pre-select a list of Veterans and Service Members from which students may choose.
    - i. Helpful Resources:
      - Veterans Legacy Memorial: [www.vlm.cem.va.gov](http://www.vlm.cem.va.gov)
      - National Gravesite Locator: <https://gravelocator.cem.va.gov>
      - Veterans History Project: <https://loc.gov/vets/>
      - National Archives: <https://archives.gov/research/military/veterans/online>
    - ii. Once students have chosen, or have been assigned, a Veteran or Service Member to research, they should take careful notes about the resources they used and information they gathered. They should submit a list of works consulted as part of the final product.
    - iii. The final product should include four components:
      - A statement of the Veteran's or Service Member's military service: the branch in which they served, their rank(s), company, and regiment within that branch, the time they served, any honors received, any wars or conflicts in which they served, a photograph if available
      - Information regarding the Veteran's or Service Member's background both before and after their service, if applicable: consider where they were born/lived, family, occupation, significant events after serving, and burial location (if applicable)
      - A list of resources used to write the biography
      - An expression of appreciation for the service that the Veteran or Service Member provided, with an explanation of why that service is meaningful to the student



- Consider having the students submit their final product via a US or world map Padlet presentation. Students can plot their Veteran or Service Member on the map by hometown, conflict, or burial location. Students can then include the required information and a picture (if available) in the space given.



## THE COLD WAR

by Sharon Raynor, Elizabeth City State University

The Soviet Union and the United States had been allies in World War II, but the Cold War (1947–1991) placed these nations on opposite sides of a global conflict. The Cold War was an economic, military, ideological, and political rivalry. Both the United States and the Soviet Union, which were considered superpowers, possessed weapons of mass destruction that could annihilate the other. With its ally Great Britain, the United States was concerned when the Soviet Union put Soviet-aligned governments in place in Eastern Europe. The United States feared that the Soviet Union might establish permanent dominance in those countries.

The main concern for the United States during the Cold War was communism. The Soviet Union would often support groups that promoted communism, a system in which government officials controlled the economy and other parts of life, while the United States supported those who promoted democracy and capitalism, systems in which individuals had more control over political and economic decisions. The United States and Soviet Union contended that these systems were incompatible: capitalism required open markets to fuel economic growth and technological innovation, and communism required centralized decision-making to execute economic planning and avoid waste.

Some of the “cold” aspects of the Cold War include the beginning of the Space Race (1957), propaganda, economic aid, and acts of espionage. While the United States’ and the Soviet Union’s militaries did not directly engage each other during the Cold War, each nation and its military participated in indirect conflicts by providing military, financial, and political support to friendly governments; arms buildups; and proxy wars. Significant events that marked the Cold War range from the Berlin Blockade and Airlift (1948–1949), the Soviet test of the first nuclear weapons (1949), the US test of the first hydrogen bomb (1950), the Korean War (1950–1953), the Vietnam War (1959–1975), and the Soviet test of the largest nuclear weapon ever built (1960). The Cold War ended with the fall of the Soviet Union in 1991.

More than 35 million people served in the US Armed Forces during the Cold War between September 2, 1945, and December 26, 1991. Nearly 95,000 Service Members died in the war zones of Korea and Vietnam during the Cold War and tens of thousands died outside those two warzones, primarily as a result of accidents on maneuvers and training exercises and other accidents but also enemy action and terrorist attacks, illness, homicide, and suicide.

*Sharon Raynor is dean of the School of Humanities and Social Sciences and the Winnie Wood Endowed Professor of English and Digital Media at Elizabeth City State University. She is the executive producer of the documentary film In the Face of Adversity: The Service and Legacy of African American WWII Veterans and collaborated on the oral history project “Breaking the Silence: The Unspoken Brotherhood of Vietnam Veterans” with the North Carolina Humanities.*



NAME

PERIOD

DATE

### Important Phrases: Historical Background

*What are the most important or informative phrases or sentences in this essay? Choose three and give your reason for each choice.*

Phrase 1:

Why is this phrase important or informative?

Phrase 2:

Why is this phrase important or informative?

Phrase 3:

Why is this phrase important or informative?

Conclusion: Using your important phrases, briefly summarize the main points in the essay.



NAME

PERIOD

DATE

### Key Moments: American Veterans of Korea and Vietnam

After carefully reading the brief biography of the Veteran you have been assigned, identify at least three (3) key moments. Explain why you have identified each as a key moment.

Veteran's Name \_\_\_\_\_

Key Moment 1

Reason

Key Moment 2

Reason

Key Moment 3

Reason



## Captain Walter Marty Schirra Jr. (WWII/Korea, US Navy)

1923–2007

Captain Walter Marty Schirra Jr. was a hero in the Korean Conflict and served as an astronaut in the early space program. He was born in Hackensack, New Jersey, in 1923 and graduated near the top of his class from the US Naval Academy in 1945. Schirra served as an ensign on the USS *Alaska* in the last months of World War II, but he continued his training and became a naval aviator in 1948.

He joined an exchange program for pilots and flew with the US Air Force in 1951 and 1952. During the Korean Conflict, Schirra flew ninety combat missions. The Air Force awarded him the Distinguished Flying Cross and the Air Medal with Oak Leaf Cluster.



*Lt. Walter Schirra in the cockpit of an Air Force F-84 Jet during the Korean conflict, ca. 1951. (National Museum of the United States Navy)*



*Mercury, Gemini, and Apollo astronaut Walter Schirra, 1962. (NASA)*

In 1959, NASA chose Schirra to be one of the “Mercury 7,” the original seven astronauts in the space program. He was the only pilot to fly in each of the Mercury, Gemini, and Apollo mission programs. He flew on *Mercury-Atlas VIII* and served as command pilot on *Gemini VI* (the first craft to rendezvous with another craft in space) and commander on *Apollo VII* (the first crewed Apollo flight to go into space).

Schirra received numerous awards for his work with NASA as well as his service during the Korean Conflict. After Schirra retired from NASA in 1969, he worked alongside news anchor Walter Cronkite and reported on other Apollo flights.

Captain Schirra died in 2007 at the age of 84. His ashes were scattered from the deck of the USS *Reagan*. There is a memorial recognizing his service at Fort Rosecrans National Cemetery in San Diego, California.

### References

Goldstein, Richard. “Walter M. Shirra Jr., Astronaut, Dies at 84” *New York Times*, May 4, 2007.

Schirra, Walter J., and Fran Foley. Interview/Recording, August 11, 2005. Walter M. Schirra, Jr. Collection (AFC/2001/001/12840). Rancho Santa Fe Historical Society. Veterans History Project. American Folklife Center, Library of Congress. [loc.gov/item/afc2001001.12840/?ID=sr0001](https://loc.gov/item/afc2001001.12840/?ID=sr0001).

Tillman, Barrett. “Remembering Wally.” *Navy Times*, April 8, 2019.

“Wally Schirra: American Astronaut.” *Britannica*, last updated April 2022. [britannica.com/biography/Wally-Schirra](https://www.britannica.com/biography/Wally-Schirra).

“Walter ‘Wally’ Marty Shirra, Jr., 12 March 1923 – 2 May 2007.” Naval History and Heritage Command, November 16, 2016. [history.navy.mil/research/histories/biographies-list/bios-s/Schirra-Walter/Schira-Walter-Text.html](https://history.navy.mil/research/histories/biographies-list/bios-s/Schirra-Walter/Schira-Walter-Text.html).



## Primary Source Analysis: "Recommendation for Our National Space Program," 1961

*Original Text:*

(NASA, WEB13157-2013)

We recommend that our National Space Plan include the objective of manned lunar exploration before the end of this decade. It is our belief that manned exploration to the vicinity of and on the surface of the Moon represents a major area in which international competition for achievement in space will be conducted. The orbiting of machines is not the same as the orbiting or landing of man. It is man, not merely machines, in space that capture the imagination of the world....

The establishment of this major objective has many implications. It will cost a great deal of money. It will require large efforts for a long time. It requires parallel and supporting undertakings which are also costly and complex. Thus, for example, the RANGER and SURVEYOR projects and the technology associated with them must be undertaken and must succeed to provide the data, the techniques, and the experience without which manned lunar exploration cannot be undertaken.

The Soviets have announced lunar landing as a major objective of their program. They may have begun to plan for such an effort years ago. They may have undertaken important first steps which we have not begun.

It may be argued, therefore, that we undertake such an objective with several strikes against us. We cannot avoid announcing not only our general goals but many of our specific plans, and our successes and our failures along the way. Our cards are and will be face up- theirs are face down.

Despite these considerations we recommend proceeding toward this objective. We are uncertain of Soviet intentions, plans, or status. Their plans, whatever they may be, are not more certain of success than ours. Just as we accelerated our ICBM program we have accelerated and are passing the Soviets in important areas in space technology. If we set our sights on this difficult objective we may surpass [236] them here as well. Accepting the goals gives us a chance. Finally, even if the Soviets get there first, as they may, and as some think they will, it is better for us to get there second than not at all. In any event, we will have mastered the technology. If we fail to accept this challenge it may be interpreted as a lack of national vigor and capacity to respond....

Source: James E. Webb and Robert McNamara to Vice President Lyndon B. Johnson, "Recommendations for Our National Space Program: Changes, Policies, Goals," May 8, 1961, NASA, WEB13157-2013, [airandspace.si.edu/multimedia-gallery/5086hjjpg](http://airandspace.si.edu/multimedia-gallery/5086hjjpg)



NAME

PERIOD

DATE

### Analyzing a Document: “Recommendations for Our National Space Program,” 1961

*What are the most significant phrases or sentences in the memo that provide evidence for the following statement?*

Wally Schirra, as one of the first seven American astronauts, was still engaged in the Cold War years after his service in the Korean Conflict.

*Select three phrases and/or sentences and briefly explain why each one is significant.*

Phrase 1:

Why is this phrase significant?

Phrase 2:

Why is this phrase significant?

Phrase 3:

Why is this phrase significant?

Conclusion: Was Wally Schirra, as an American astronaut, still engaged in the Cold War after his service in the Korean Conflict? Provide evidence to support your conclusion.

## Rear Admiral Grace Murray Hopper (WWII/Korea/Vietnam, US Navy)

1906–1992

Rear Admiral Grace Murray Hopper forged the mid-twentieth-century connection between computers and the military. Hopper was born in 1906 in New York City and earned a PhD in mathematics from Yale in 1934.

In 1943, during World War II, she took leave from her position as an associate professor at Vassar College to enlist in the US Navy Reserves and then serve in the US Navy's WAVES (Women Accepted for Volunteer Emergency Service). She was commissioned as a lieutenant and assigned to the Bureau of Ships Computation Project at Harvard University. Hopper worked on the Mark I, Mark II, and Mark III programs and as a senior programmer with the company making the UNIVAC I. She was the first to describe computer malfunctions as “bugs.”



*Grace Hopper at Remington-Rand Univac, 1961. (Courtesy of the Computer History Museum)*



*Commodore Grace Hopper, ca. 1984. (US Navy)*

Hopper retired from the Navy in 1946 when the Navy characterized her—at age 40—as too old to serve. She remained a naval reservist and worked on Navy contracts. This was a period of intense activity: Hopper was a research fellow at Harvard, a senior mathematician for private companies (including the company that created the UNIVAC I and II), and taught at various universities. She invented the first computer compiler, that is, a program to turn human language instruction into code.

In 1966, the Navy informed the now 60-year-old Hopper that she was too old to serve as a reservist. She nonetheless accepted a request that she return to active service a year later. Her unique skills were needed to help standardize computer languages and programs.

Hopper's final, and voluntary, retirement was in 1986 at the age of 79. Nicknamed “Amazing Grace,” Hopper received a Meritorious Service Medal in 1980 and a Defense Distinguished Service Medal from the Department of Defense upon her retirement in 1986. She continued to work in the field of computers until her death in 1992.

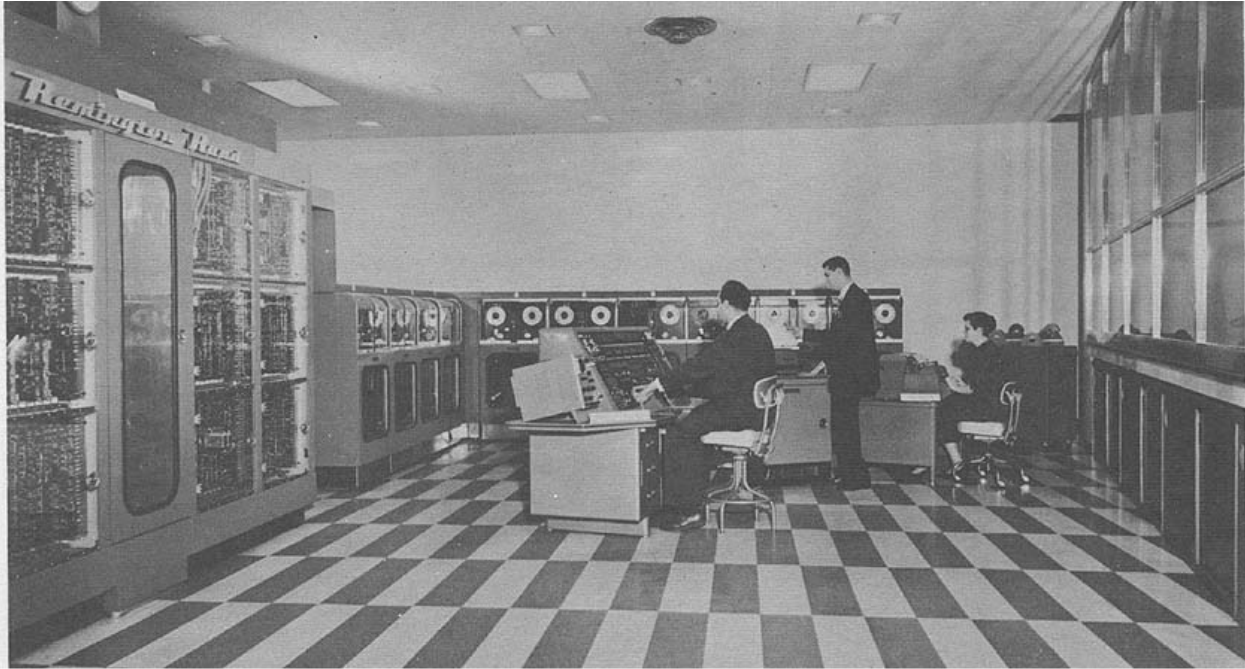
Hopper was buried with full military honors at Arlington National Cemetery. In 1996 a US Navy guided missile destroyer was renamed the USS *Hopper* in her honor. In 2016, Rear Admiral Hopper was awarded the Presidential Medal of Freedom.

### References

- “Grace Murray Hopper,” Naval History and Heritage Command, 2019. [history.navy.mil/research/histories/biographies-list/bios-h/hopper-grace.html](https://history.navy.mil/research/histories/biographies-list/bios-h/hopper-grace.html).
- Norwood, Arlisha. “Grace Hopper.” National Women's History Museum, 2017. [womenshistory.org/education-resources/biographies/grace-hopper](https://www.womenshistory.org/education-resources/biographies/grace-hopper).
- Office of the President. “Biography of Grace Murray Hopper.” Yale University, ca. 2016. [president.yale.edu/biography-grace-murray-hopper](https://president.yale.edu/biography-grace-murray-hopper).

### Primary Source Analysis: The UNIVAC 1 Computer

Rear Admiral Grace Murray Hopper pioneered the use of computers in the military. However, computers soon became essential to government, business, and eventually nearly everyone's lives. Closely examine this photograph and complete the activity sheet.



*"The Remington Rand Univac I," photograph by the Franklin Life Insurance Company, in Martin H. Weik, "A Third Survey of Domestic Electronic Digital Computing Systems," Ballistic Research Laboratories Report No. 1115, March 1961, Department of the Army Project, Aberdeen Proving Ground, Maryland*



---

NAME

PERIOD

DATE

---

### Analyzing a Photograph: The UNIVAC 1 Computer

Give the photograph a title:

Describe the significance of the central figure(s) or object(s).

What action is taking place in the photograph?

Looking at the photograph of the UNIVAC 1 computer, what do you see as some limitations on its usefulness?

Pay particular attention to the people in the photograph. Why might Admiral Hopper be seen as a pioneer in computer science in the early days of computers?

## Sergeant Perry Watkins, Vietnam Conflict, US Army

1948–1996

Sergeant First Class Perry Watkins was born in August 1948 in Joplin, Missouri. The US Army drafted Watkins in 1968, during the Vietnam Conflict. Before being drafted, Watkins had lived openly as a gay man, and he informed the Army that he was gay. The mandatory discharge of gay people had not yet been enacted and, because not all commanding officers considered a Service Member's sexuality important, Watkins's attitude and intelligence made him an eligible recruit.

Watkins served as a chaplain's assistant, personnel specialist, and company clerk. During his service in the Army Watkins performed in drag at enlisted men's clubs in Europe, with his superiors' permission. He reenlisted three times. His suitability for security clearances was occasionally challenged because of his sexual identity, but he fought the challenges each time. His fourth tour of duty request was granted in 1979.

However, in 1981, a Defense Department directive mandated the discharge of all gay and lesbian Service Members. At stake was whether Watkins would get through the twenty years required to be eligible for a pension. He sued to remain in the Army. A district court supported his stand, and Watkins signed up for a six-year term.

During this final term of duty, Watkins's performance rankings were impeccable, but he was still forced out in 1984. After the case moved through several courts, in 1990 he reached a settlement with the Army as a result of a case that had reached the Supreme Court. He received a retroactive honorable discharge from the Army at the rank of sergeant first class with full benefits as well as back pay for the years he was in litigation.

Sergeant First Class Perry Watkins died in March 1996 due to complications of HIV/AIDS. He was cremated and his ashes have been interred in Tacoma, Washington, his home town.

### References

Dunlap, David W. "Perry Watkins, 48, Gay Sergeant Won Court Battle with Army." *New York Times*, March 21, 1996.

Online Archive of California. Description of the Perry Watkins Papers in the Lambda Archives of San Diego (1981–1990). oac.cdlib.org/findaid/ark:/13030/c8vq38m1/entire\_text/.

Salvo, Victor. "Perry Watkins – Nominee," The Legacy Project. [legacyprojectchicago.org/person/perry-watkins](http://legacyprojectchicago.org/person/perry-watkins).

*Sergeant Perry J. Watkins v. United States Army, et al.*, 847 F.2d 1329 (9th Cir. 1988). [law.justia.com/cases/federal/appellate-courts/F2/847/1329/193526/](http://law.justia.com/cases/federal/appellate-courts/F2/847/1329/193526/).



*Sgt. Perry Watkins in Tacoma, Washington, November 13, 1982. (AP Photo/Barry Sweet)*



### Primary Source Analysis: *Sgt. Watkins v. U.S. Army, 1989*

From *Watkins v. U.S. Army*, US Court of Appeals, Ninth Circuit, May 3, 1989

Majority Opinion by Circuit Judge Pregerson

The United States Army denied Sgt. Perry J. Watkins reenlistment solely because he is a homosexual. The Army refused to reenlist Watkins, a 14-year veteran, even though he had been completely candid about his homosexuality from the start of his Army career, even though he is in all respects an outstanding soldier, and even though the Army, with full knowledge of his homosexuality, had repeatedly permitted him to reenlist in the past. The Army did so despite its longstanding policy that homosexuality was a nonwaivable disqualification for reenlistment. The issue before the en banc court is whether the Army may deny reenlistment to Watkins solely because of his acknowledged homosexuality. . . .

The record in the instant case shows that Sgt. Watkins has greatly benefitted the Army, and therefore the country, by his military service. Even the Army's most recent written evaluation of Watkins, completed during the course of this legal action, contains nothing but the highest praise, describing Watkins' duty performance as "outstanding in every regard" and his potential as "unlimited." In addition, Watkins' homosexuality clearly has not hurt the Army in any way. In the words of an Army review board, "there is no evidence suggesting that [Watkins'] behavior has had either a degrading effect upon unit performance, morale or discipline, or upon his own job performance." As the district court aptly concluded:

The injury to plaintiff from having relied on the Army's approval of his military career—and being denied it now—is the loss of his career. The harm to the public interest if reenlistment is not prevented is nonexistent. Plaintiff has demonstrated that he is an excellent soldier. His contribution to this Nation's security is of obvious benefit to the public. Furthermore, when the government deals "carefully, honestly and fairly with its citizens," the public interest is likewise benefited.

Cynthia Holcomb Hall, Circuit Judge, dissenting.

Sergeant Perry Watkins has proven himself to be a loyal, talented, and honest soldier. The majority is rightly impressed by Watkins' uniformly outstanding performance evaluations and the persistent efforts of his immediate superiors to insure his continued advancement in the United States Army. I share the majority's admiration of Watkins' record that has but one blemish under Army regulations: his homosexuality. Watkins brought this lawsuit seeking to enjoin the Army from considering his homosexuality in passing upon the merits of his reenlistment application.

During Watkins' tenure, Army regulations have always precluded the enlistment of homosexuals. The gravamen of Watkins' claim is that such discrimination against homosexuals constitutes a violation of his right to equal protection under the fifth amendment. The en banc majority shies away from this issue, however, and grants Watkins the relief he seeks on an alternative rationale. The majority holds that the Army is equitably estopped from refusing to reenlist him due to the Army's long-standing knowledge of his homosexuality. I dissent from this holding as an unwarranted application of common law principles to matters within the military's expertise.

Source: *Watkins v. U.S. Army*, 875 F.2d 699, 731-32 (9th Cir. 1989), Casetext, [casetext.com/case/watkins-v-us-army-2/](https://casetext.com/case/watkins-v-us-army-2/).





NAME

PERIOD

DATE

### Analyzing a Document: *Watkins v. US Army*, 1989

Critical Thinking Question 1: What is the rationale for the court's decision?	
What textual evidence supports your claim?	In your opinion, how might this decision affect future court cases?
Critical Thinking Question 2: What is the argument made by the Army for refusing to reenlist Watkins?	
Give evidence of the Army's argument.	What is the strength or weakness of the Army's argument?
Critical Thinking Question 3: What are the best (most convincing or most thought-provoking) parts of the court's decision?	
Cite textual evidence to support your opinion.	

## Sergeant Modesto Cartagena de Jesús (WWII/Korea, US Army)

1922–2010

Sergeant First Class Modesto Cartagena de Jesús was born in 1922 in Cayey, Puerto Rico. He enlisted in the US Army in December 1940 and was assigned to the 65th Infantry Regiment, a unit composed primarily of enlisted men from Puerto Rico called the “Borinqueneers” (derived from the original Taíno name for Puerto Rico). This unit fought in several battles in Europe. Cartagena received the Bronze Star for his service. He was honorably discharged from the Army in 1945.

He reenlisted when the war with Korea began in 1950 and the Borinqueneers were quickly reinstated and sent to Korea. The 65th engaged in a number of battles. In 1951, at the battle of Yonch'on, Modesto earned the nickname “One Man Army.” While his unit was pinned down by Chinese and North Korean forces, he destroyed five enemy emplacements on his own before being wounded.



Modesto Cartagena de Jesús (US Army)

For his heroism at Yonch'on, the US Army awarded Cartagena the Distinguished Service Cross. Having also received the Silver Star Medal, Legion of Merit, Bronze Star, and Purple Heart, among other awards, Cartagena was the most decorated soldier from Puerto Rico in the Korean War. Cartagena remained with the 65th—which integrated in 1953—until his retirement in 1971.

During the Korean War, close to 4,000 members of the Borinqueneer regiment were killed or wounded. Much like other famed segregated units that existed before the military's desegregation in 1948, such as the Tuskegee Airmen and the Navajo Code Talkers, the Borinqueneers honorably and courageously served their country despite widespread discrimination and disregard for their abilities and sacrifice. In 2014, the 65th Infantry Regiment was awarded a Congressional Gold Medal, becoming the first unit to receive such an honor for service in Korea.

Sergeant Modesto Cartagena de Jesús died in 2010, and is buried at the Puerto Rico National Cemetery.



Sergeant First Class Modesto Cartagena de Jesús in 2000. (National Archives)

### References

Ancestry.com. *U.S., Department of Veterans Affairs BIRLS Death File, 1850–2010* [database on-line]. Provo, UT, USA: Ancestry.com Operations, Inc., 2011. Original data: *Beneficiary Identification Records Locator Subsystem (BIRLS) Death File*. Washington, DC: US Department of Veterans Affairs.

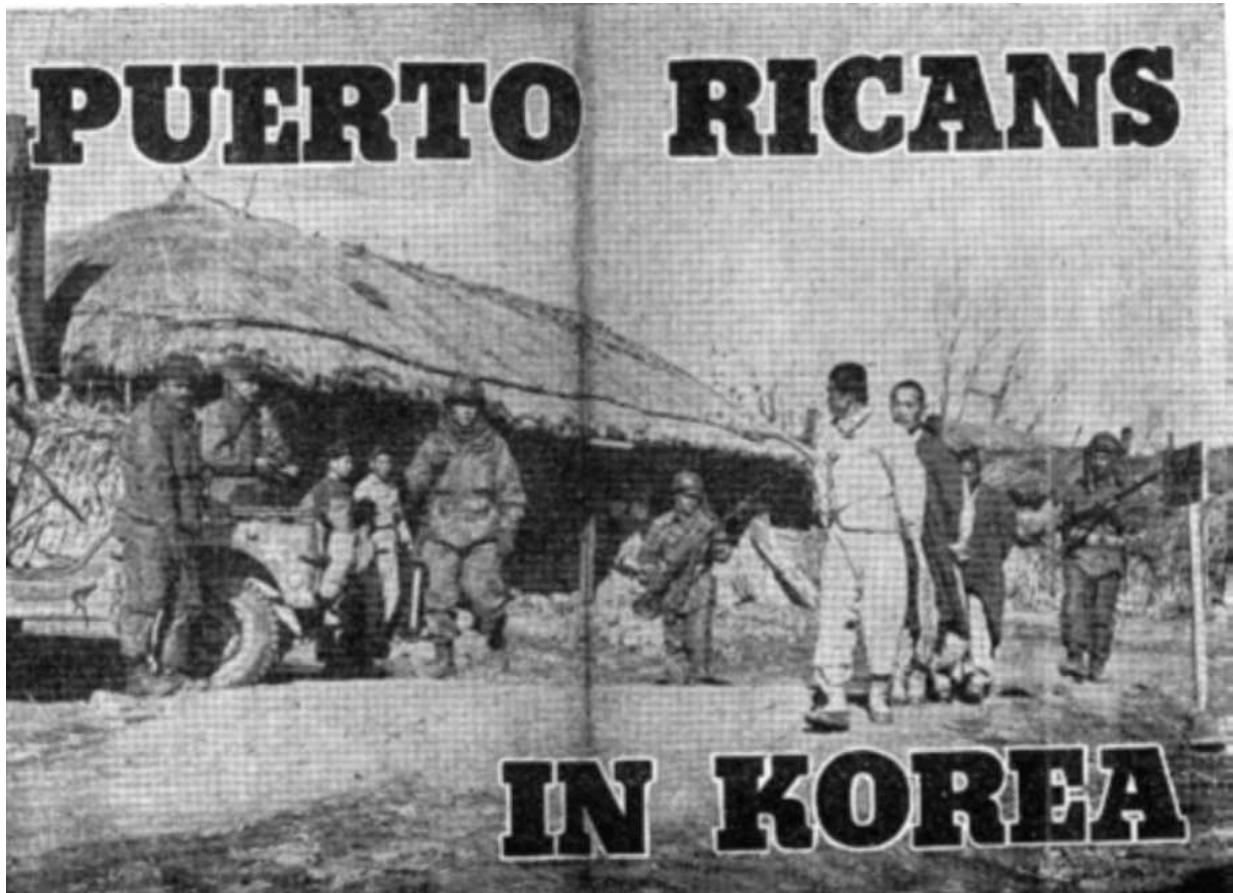
Goldstein, Richard. “Modesto Cartagena, Hero of Korea, Is Dead at 87.” *New York Times*, March 5, 2010.

Kratz, Jessie. “Modesto Cartagena, the Most Decorated Hispanic Soldier of the Korean War.” *Pieces of History Blog*, September 19, 2014.

Orlikoff, A. J. “Modesto Cartagena de Jesús.” National Museum of the United States Army. [thenmusa.org/biographies/modesto-cartagena-de-jesus/](https://thenmusa.org/biographies/modesto-cartagena-de-jesus/).

“Modesto Cartagena - Distinguished Service Cross.” Headquarters, Eighth US Army, Korea. General Orders No. 698 (September 16, 1951). Hall of Valor Project. *Military Times*. <https://valor.militarytimes.com/hero/7068>.

### Primary Source Analysis: The 65th Regiment in Korea, 1950



*"A patrol of "C" Company, 65th Infantry Regiment returns to camp with enemy guerrillas captured by the Puerto Ricans on the outskirts of Yong Hung." (Pacific Stars and Stripes, December 9, 1950)*



NAME

PERIOD

DATE

### Analyzing an Image: The 65th Regiment in Korea, 1950

<p>1. Descriptive Details about People</p> <p>Identify the people in this image.</p>          <p>Descriptive Summary Sentence:</p>	<p>2. Descriptive Details about Objects</p> <p>Identify the objects in the image.</p>          <p>Descriptive Summary Sentence:</p>
<p>3. Action/Activity</p> <p>Identify the action/activity taking place in the image.</p>          <p>Descriptive Summary Sentence:</p>	<p>4. Overall Assessment: Decision</p> <p>What have I learned about the role of the Borinqueneers (the 65th Infantry Regiment) during the Korean Conflict from this photograph?</p>



## LESSON 6

## The Diverse Stories of the Wars in Iraq and Afghanistan

BY REBECA MILLAM

### UNIT OVERVIEW

Over the course of three lessons, students will analyze primary and secondary source documents and digital media related to four Veterans and Service Members from different backgrounds who played different roles in the US Armed Forces during the wars in Iraq and Afghanistan. Once they examine and assess the materials and complete the activities, the students will be able to communicate why it is important to know and share the stories and experiences of men and women who have served their country. Many of these Veterans and Service Members have been honorably laid to rest in National Cemeteries.

### HISTORICAL BACKGROUND

See the Historical Background in the student handouts on page 137.

**INTENDED GRADE LEVEL(S):** 7–12

### UNIT OBJECTIVES

Students will be able to

- Analyze primary and secondary source documents and cite evidence
- Evaluate and summarize primary and secondary source documents
- Develop inferences based on information presented in varied forms of media (audio, images, text)
- Collaborate with others to develop meaningful assessments

### ESSENTIAL QUESTIONS

- How and why has the government regulated who can serve in the US military?
- Why is it important to share the stories of Veterans and Service Members from different backgrounds?

### MATERIALS

Day 1:

- Optional: Historical Background
  - o Historical Background Essay: “American Soldiers in Afghanistan and Iraq in the Twenty-First Century” by Philip F. Napoli, Brooklyn College, City University of New York
  - o Important Phrases activity sheet
- Primary Sources and Summary Organizers



- o Department of Defense Directive, No. 1304.26, Qualifications for Enlistment, Appointment, and Induction, December 21, 1993 (updated March 4, 1994). Accessed on The Climate Change and Public Health Law Site, LSU Law Center, Louisiana State University, [biotech.lsu.edu/blaw/dodd/corres/pdf/d130426wch1\\_122193/d130426p.pdf](http://biotech.lsu.edu/blaw/dodd/corres/pdf/d130426wch1_122193/d130426p.pdf).
- o 8 USC §1439: Naturalization through Service in the Armed Forces, US Code 8 (2018), [uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title8-section1439&num=0&edition=prelim](http://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title8-section1439&num=0&edition=prelim).
- o Memorandum for Secretaries of the Military Departments, Direct Ground Combat and Assignment Rule (1994), accessed on the Government Executive website, [govexec.com/pdfs/031910d1.pdf](http://govexec.com/pdfs/031910d1.pdf), and Elimination of the 1994 Direct Ground Combat Definition and Assignment Rule (2013), Department of Defense, [dod.defense.gov/Portals/1/Documents/WISRJointMemo.pdf](http://dod.defense.gov/Portals/1/Documents/WISRJointMemo.pdf).

#### Day 2:

- Veteran and Service Member Spotlight Cards (one per Veteran)
- Veteran and Service Member Biographies
  - o Major Alan G. Rogers-Iraq War-buried at Arlington National Cemetery
  - o Corporal Jose Angel Garibay-Iraq War-buried at Riverside National Cemetery
  - o Corporal Charlotte Clymer-Iraq War-still living
  - o Lieutenant Ashley White-Stumpf-Afghanistan War-buried at Saint Joseph Catholic Cemetery, Alliance, Ohio
- Organizing an Essay activity sheet

#### Day 3:

- Veteran and Service Member Spotlight Card and Veteran and Service Member Biographies
- Strength in Diversity Medal activity sheet

## PROCEDURE

### Day 1

1. Review the Historical Background.
  - a. You may choose to discuss the contents of the essay to put the lesson in context or you may distribute it, along with the Important Phrases activity sheet, to the class to read and discuss.
  - b. You may choose to “share read” the Historical Background with the class. To share read, have the students follow along silently while you begin reading aloud, modeling prosody, inflection, and punctuation. Ask the class to join in with the reading after a few sentences while you continue to serve as the model for the class. This technique will support struggling readers as well as English language learners (ELL).
  - c. Once the students have read the Historical Background and selected three important or informative phrases or sentences, you may reconvene the class to discuss their selections.
2. The first activity will address Essential Question 1: How and why has the government regulated who can serve in the US military? Students will analyze government policies related to qualifications for military service. Before delving into the resource you may choose to discuss how the government might regulate who can serve in the US military and why.
  - a. Hand out Defense Directive 1304.26, Summary Organizer 1, and display it in a format large enough for the whole



class to see. This activity will be done as a whole-class exercise.

- b. Share read the text with the class as described above.
- c. Explain that the objective is to select Keywords from the text and then use those words to create a summary sentence that demonstrates an understanding of Department of Defense Directive 1304.26.
- d. Guidelines for Selecting the Keywords: Keywords are especially important to understanding the text. Without them, the selection would not make sense. These words are usually nouns or verbs. Tell the students not to pick “connector” words (*are, is, the, and, so*, etc.). The number of keywords depends on the length of the original selection. This selection is about 350 words, so you can pick eight to ten keywords. The students must know the meaning of the words they select. This will give them practice reasoning out word meanings using context and advancing dictionary skills.
- e. Students will now select up to ten words that they believe are keywords and underline them on their organizers.
- f. Survey the class to find out what words they selected. You can ask for a show of hands to determine the most popular choices. Using this vote and after some discussion, the class should decide on the keywords. Now, no matter which words the students had previously selected, have them write the words agreed upon by the class or chosen by you into the keywords section of the organizer.
- g. The class will develop a one- to two-sentence summary using the keywords.
- h. Finally, to ensure that students understand the meaning of the document, they will restate the summary (1 to 2 sentences) in their own words.
- i. Repeat the keyword activity for the other documents: 8 USC 1439: Naturalization through service in the armed forces (eight to ten keywords) and Direct Ground Combat and Assignment Rule (issuance & repeal) (four to five keywords each). You may have the students work individually, in pairs, or in small groups.
- j. End the activity with a discussion. You may have two students turn to each other to address the essential question, How and why has the government regulated who can serve in the US military?, responding to each other’s comments in this pair-share activity, or facilitate a whole-class discussion.

## Day 2

1. The second activity will address Essential Question 2. Students will read brief biographies of Veterans and Service Members from different backgrounds who served in Iraq or Afghanistan and explain why stories of Veterans and Service Members from different backgrounds need to be told.
  - a. Distribute the Veteran and Service Member Spotlight Cards along with the Veteran and Service Member Biographies:
    - i. Major Alan G. Rogers - Iraq War
    - ii. Corporal Jose Angel Garibay - Iraq War
    - iii. Corporal Charlotte Clymer - Iraq War
    - iv. Lt. Ashley White-Stumpf - Afghanistan War
  - b. Place students in groups of four if possible. You may choose other groupings depending on the needs of your students and the size of your class. The class will first be divided into “expert groups” in which the whole group works on the same Veteran or Service Member. The expert groups will then be broken up into “jigsaw groups.” Every Veteran or Service Member is represented by one or two students in each jigsaw group.
  - c. All the students in each expert group will focus on a single Veteran or Service Member. They will close read the



biography, paying close attention to issues of identity, cultural or linguistic background, different types of service, leadership, patriotism, and courage, and complete the Spotlight Card for that Veteran or Service Member. The students can work together on all the sections of the Spotlight Card or split the tasks and then come together to share their ideas.

To close read the biographies: Students may mark the text to highlight key people, dates, events, or questions from a text and make connections between the highlighted terms and the questions they have about the Veterans or Service Members and their service in the military and experiences outside the military.

- d. The expert groups will then separate and reconvene in jigsaw groups in which each Veteran is represented by one or two student experts. Each student will share their findings with the rest of the group. As that student shares, the remaining students listen, take notes, and ask clarifying questions.
3. After students have shared the Veterans' and Service Members' Biographies and completed the Spotlight Cards, introduce Essential Question 2: Why is it important to share the stories of Veterans and Service Members from different backgrounds? They should reflect on their new findings by writing an essay. Encourage students to use evidence from their Spotlight Cards and close reading of the biographies. They may use the Organizing an Essay activity sheet to support their writing.

### Day 3

1. Students should have the Biographies and Spotlight Cards from the previous activity to reference for today's activity: designing a Strength in Diversity Medal.
  - a. Place students in pairs (or groups of three if you have an odd number of students) and then have students discuss Essential Question 2: Why is it important to share the stories of Veterans and Service Members from different backgrounds?
  - b. The students will support the effort to tell a Veteran's or Service Member's story by creating a Strength in Diversity Medal and writing a speech awarding the medal to one of the Veterans or Service Members featured in this lesson. At the end of the exercise, they will present the medal and read the speech out loud to the rest of the class.
  - c. Pass out the Strength in Diversity Medal activity sheet. This handout will allow students to organize their evidence to prepare their speech. There are three parts in this handout:
    - i. Part 1: Choose a Veteran: Students choose a Veteran or you assign one to them.
    - ii. Part 2: Write the Speech: This section allows students to draft their speech through answers to a variety of questions. The final speech should be written on a separate sheet of paper.
    - iii. Part 3: Draw the medal: This section allows students to draft their medal using significant colors, symbols, and images. They should draw the final format on a separate piece of paper or use a drawing program on their computers or tablets.
  - d. Finally, each group will present their speech and share the design of their medal along with an explanation of the colors, symbols, and images.





## AMERICAN SOLDIERS IN AFGHANISTAN AND IRAQ IN THE TWENTY-FIRST CENTURY

by Philip F. Napoli

The Persian Gulf War and Operation Enduring Freedom are the official US military responses to the September 11, 2001, the strikes on the United States that killed approximately 3,000 people in New York, Washington DC, and Pennsylvania. On September 18, 2001, Congress passed a joint resolution authorizing “the use of United States Armed Forces against those responsible for the recent attacks launched against the United States.” The Bush administration quickly decided to wage war in Afghanistan and within eighteen months also went into Iraq.

The US war in Afghanistan began in 2001. The government of Afghanistan, known as the Taliban, quickly retreated from the major cities. With the departure of the Taliban, a new regime was established in Kabul, Afghanistan’s capital city. Afghan delegates created a new constitution in 2004 and elected a new president. With violence continuing, in 2008 and again in 2009 President Barack Obama sent more troops to Afghanistan to engage in counterinsurgency operations against the Taliban. In 2013, Afghan security forces were given the lead responsibility for defending the nation. US military responsibility shifted to training.

In 2003, the war in Iraq saw the US invasion force of 130,000 quickly overwhelm the fighting forces of the Iraqi regime. US troops captured Baghdad after a campaign of three weeks. However, the US occupation of Iraq quickly deteriorated into a violent campaign of insurgency against American forces coupled with a religious civil war. Thousands of Iraqis were killed as Shiites and Sunnis sought political power. As violence continued, the Bush administration announced what it called “the surge,” which sent thousands more American troops into Iraq to establish stability. Americans, along with Allied forces, slowly turned security tasks over to Iraqi forces. US combat operations ended in 2010, and the last American combat troops left Iraq in December 2011.

Meanwhile, President Donald Trump’s effort to negotiate an American withdrawal from Afghanistan led to an agreement with the Taliban in February 2020, and the Trump administration announced the withdrawal of American troops would be complete by January 2021. The announcement of the final American withdrawal led to a collapse of the Afghan military over the course of the spring and summer of 2021.<sup>1</sup>

In this era, approximately 7.2 million Americans have served in the US military, and 3.7 million of them deployed to Iraq and Afghanistan.<sup>2</sup> At least 300,000 of these American soldiers were women.<sup>3</sup>

Approximately 6,784 US military personnel have died in these wars.

Traumatic brain injury (TBI), which occurs when the human brain is slammed against the bones of the skull, is sometimes called the signature injury of these wars. Between 2000 and 2022, more than 463,000 American military personnel have suffered from some degree of traumatic brain injury.<sup>4</sup>

Post-traumatic stress disorder (PTSD) also occurs frequently among Veterans of the wars in Iraq and Afghanistan. A 2014 study found that 15.7 percent of Veterans screened positive for PTSD.<sup>5</sup>

---

<sup>1</sup> David Nakamura and Abby Phillip, “Trump Announces New Strategy for Afghanistan That Calls for a Troop Increase,” *Washington Post*, August 21, 2017, sec. Politics, [https://www.washingtonpost.com/politics/trump-expected-to-announce-small-troop-increase-in-afghanistan-in-prime-time-address/2017/08/21/eb3a513e-868a-11e7-a94f-3139abce39f5\\_story.html](https://www.washingtonpost.com/politics/trump-expected-to-announce-small-troop-increase-in-afghanistan-in-prime-time-address/2017/08/21/eb3a513e-868a-11e7-a94f-3139abce39f5_story.html).

<sup>2</sup> US Census Bureau, “Memorial Day,” *Census.gov*, accessed February 4, 2023, <https://www.census.gov/library/visualizations/2022/comm/memorial-day.html>.

<sup>3</sup> Meghan Buckley and Roger Thompson, “Introduction: Special Issue on Women and Operation Iraqi Freedom,” *Journal of Veterans Studies* 7, no. 2 (July 27, 2021): 1–5, <https://doi.org/10.21061/jvs.v7i2.276>.

<sup>4</sup> “DOD TBI Worldwide Numbers,” *Military Health System*, accessed February 4, 2023, <https://health.mil/Military-Health-Topics/Centers-of-Excellence/Traumatic-Brain-Injury-Center-of-Excellence/DOD-TBI-Worldwide-Numbers>.

<sup>5</sup> Erin K. Dursa et al., “Prevalence of a Positive Screen for PTSD among OEF/OIF and OEF/OIF-Era Veterans in a Large Population-Based Cohort,” *Journal of Traumatic Stress* 27, no. 5 (October 2014): 542–49, <https://doi.org/10.1002/jts.21956>.



## Summary Organizer: “Qualifications for Enlistment, Appointment, and Induction,” 1994

	Department of Defense
	DIRECTIVE
	NUMBER 1304.26
	December 21, 1993
	Incorporating Change 1, March 4, 1994

### Original Text

... PURPOSE This Directive: 1.1. Establishes basic entrance qualification standards for enlistment, appointment, and induction into the Armed Forces. . . .

... Moral Character. Persons entering the Armed Forces should be of good moral character. The underlying purpose of moral character enlistment standards is to minimize entrance of persons who are likely to become disciplinary cases or security risks or who disrupt good order, morale, and discipline. . . .

#### ... Provisions Related to Homosexual Conduct

A person's sexual orientation is considered a personal and private matter, and is not a bar to service entry or continued service unless manifested by homosexual conduct. . . . Applicants for enlistment, appointment, or induction shall not be asked or required to reveal whether they are heterosexual, homosexual or bisexual. Applicants also will not be asked or required to reveal whether they have engaged in homosexual conduct, unless independent evidence is received indicating that an applicant engaged in such conduct or unless the applicant volunteers a statement that he or she is a homosexual or bisexual, or words to that effect.

... Homosexual conduct is grounds for barring entry into the Armed Forces. . . . Propensity to engage in homosexual acts means more than an abstract preference or desire to engage in homosexual acts; it indicates a likelihood that a person engages in or will engage in homosexual acts.

... An applicant shall be rejected for entry into the Armed Forces if, in the course of the accession process, evidence is received demonstrating that the applicant engaged in, attempted to engage in, or solicited another to engage in a homosexual act or acts, unless there is a further determination that: . . . Such acts are a departure from the applicant's usual and customary behavior; . . . Such acts were not accomplished by use of force, coercion, or intimidation, and; . . . The applicant does not have a propensity or intent to engage in homosexual acts.

... Applicants will be informed of separation policy . . . Failure to receive such information shall not constitute a defense in any administrative or disciplinary proceeding. . . .

Source: Department of Defense Directive, No. 1304.26, Qualifications for Enlistment, Appointment, and Induction, December 21, 1993 (updated March 4, 1994). Accessed on The Climate Change and Public Health Law Site, LSU Law Center, Louisiana State University, [biotech.law.lsu.edu/blaw/dodd/corres/pdf/d130426wch1\\_122193/d130426p.pdf](http://biotech.law.lsu.edu/blaw/dodd/corres/pdf/d130426wch1_122193/d130426p.pdf).



---

NAME

PERIOD

DATE

---

### Summary Organizer: "Qualifications for Enlistment," 1994

Keywords (8–10):

Keyword Summary:

In Your Own Words:



## Summary Organizer: “Naturalization through Service in the Armed Forces,” 2018

### *Original Text*

#### 8 USC 1439: Naturalization through Service in the Armed Forces

(Text contains those laws in effect on January 30, 2023)

##### **(a) Requirements**

A person who has served honorably at any time in the armed forces of the United States for a period or periods aggregating one year, and, who, if separated from such service, was never separated except under honorable conditions, may be naturalized without having resided, continuously immediately preceding the date of filing such person’s application, in the United States for at least five years, and in the State or district of the Service in the United States in which the application for naturalization is filed for at least three months, and without having been physically present in the United States for any specified period, if such application is filed while the applicant is still in the service or within six months after the termination of such service. . . .

(3) the applicant shall furnish to the Secretary of Homeland Security, prior to any hearing upon his application, a certified statement from the proper executive department for each period of his service upon which he relies for the benefits of this section, clearly showing that such service was honorable and that no discharges from service . . . were other than honorable

(4) notwithstanding any other provision of the law, no fee shall be charged or collected from the applicant for filing the application, or for the issuance of a certificate of naturalization . . .

##### **(e) Moral character**

Any such period or periods of service under honorable conditions, and good moral character, attachment to the principles of the Constitution of the United States, and favorable disposition toward the good order and happiness of the United States, . . . shall be proved by duly authenticated copies . . . of the records of such service. . . .

##### **(f) Revocation**

Citizenship granted pursuant to this section may be revoked in accordance with section 1451 of this title if the person is separated from the Armed Forces under other than honorable conditions before the person has served honorably for a period or periods aggregating five years. . . .

Source: 8 USC §1439: Naturalization through Service in the Armed Forces, US Code 8 (2018), [uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title8-section1439&num=0&edition=prelim](https://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title8-section1439&num=0&edition=prelim).



---

NAME

PERIOD

DATE

---

### Summary Organizer: "Naturalization through Service," 2018

Keywords (8–10):

Keyword Summary:

In Your Own Words:



## Summary Organizer: “Direct Ground Combat and Assignment Rule,” 1994, and “Elimination of the 1994 Direct Ground Combat Definition and Assignment Rule,” 2013

### *Original Text*

THE SECRETARY OF DEFENSE

January 13, 1994

Subject: Direct Ground Combat and Assignment Rule

. . . My memorandum restricted women from direct combat on the ground. The Committee studied this and recommended that a ground combat rule be established for assignment of women in the Armed Forces. Accordingly, the following direct ground combat assignment rule, and accompanying definition of “direct ground combat,” are adopted effective October 1, 1994 and will remain in effect until further notice.

A. Rule. Service members are eligible to be assigned to all positions for which they are qualified, except that women shall be excluded from assignment to units below the brigade level whose primary mission is to engage in direct combat on the ground, as defined below.

B. Definition. Direct ground combat is engaging an enemy on the ground with individual or crew served weapons, while being exposed to hostile fire and to a high probability of direct physical contact with the hostile force’s personnel. Direct ground combat takes place well forward of the battlefield while locating and closing with the enemy to defeat them by fire, maneuver, or shock effect.

Source: Memorandum for Secretaries of the Military Departments, Direct Ground Combat and Assignment Rule (1994), accessed on the Government Executive website, [govexec.com/pdfs/031910d1.pdf](https://www.govexec.com/pdfs/031910d1.pdf).



---

NAME

PERIOD

DATE

---

### Summary Organizer: Direct Ground Combat Rule, 1994

Keywords (4–5):

Keyword Summary:

In Your Own Words:

*Original Text*

MEMORANDUM FOR SECRETARIES OF MILITARY DEPARTMENTS . . .

January 24, 2013

Subject: Elimination of the 1994 Direct Ground Combat Definition and Assignment Rule

We are fully committed to removing as many barriers as possible to joining, advancing, and succeeding in the US armed forces. Success in our military based solely on ability, qualifications, and performance is consistent with our values and enhances military readiness. Today, women make up 15% of the military and are indispensable to the national security mission. In fact, thousands of women have served alongside men in Iraq and Afghanistan, and like men, have been exposed to hostile enemy in those countries. However, many positions in our military remain closed to women because of the 1994 Direct Ground Combat Definition and Assignment Rule.

. . . Therefore, the 1994 Direct Ground Combat Definition and Assignment Rule, excluding women from assignments to units and positions whose primary mission is to engage in direct combat on the ground is rescinded effective. Immediately. Currently closed units and positions will open up by each relevant Service, consistent with guiding principles set forth . . .

. . . Integration of women into newly opened positions and units will occur as expeditiously as possible, . . . Any recommendation to keep an occupational specialty or unit close to women must be personally approved first by the Chairman of the Joint Chiefs of Staff, then by the Secretary of Defense . . .

Source: Elimination of the 1994 Direct Ground Combat Definition and Assignment Rule (2013), Department of Defense, [dod.defense.gov/Portals/1/Documents/WISRJointMemo.pdf](http://dod.defense.gov/Portals/1/Documents/WISRJointMemo.pdf).





---

NAME

PERIOD

DATE

---

**Summary Organizer: Elimination of the 1994  
Rule, 2013**

Keywords (4–5):

Keyword Summary:

In your own words, summarize the change between the two documents:



NAME PERIOD DATE

**Veteran and Service Member Spotlight Card**

Name/ Branch/ and Conflict			
DOB/DOD		Burial Location	
Job			
What is notable in this person's background?			
What is notable about this person's contribution(s) within the military or outside the military?			

## Major Alan G. Rogers (1967–2008)

Born on September 21, 1967, Alan G. Rogers was a major in the United States Army and served two tours in Iraq. Raised in New York and Florida, Rogers enlisted in the US Army after community college and was deployed on his first combat duty in 1990, serving in the first Gulf War. Rogers joined the University of Florida ROTC program and graduated in 1995 with a bachelor's degree in religion. He became a Baptist minister soon after. While stationed in Arizona, he earned a master's degree in management before being commissioned to serve in South Korea. After two tours in South Korea, Alan participated in the initial phase of Iraqi Freedom, which started in March 2003.

By 2004 he was working on his second master's degree from Georgetown University and serving at the Joint Chiefs of Staff in Washington DC. Rogers worked as a lead biometrics officer in Army Intelligence. He was respected by his colleagues and described as calm and professional.

In 2004, Roger joined American Veterans for Equal Rights (AVER), a lesbian, gay, bisexual, transgender, and allies Veterans service organization. Alan was elected treasurer and membership coordinator. He participated in and helped organize AVER activities in Baltimore and Washington. According to friends, he wanted to be remembered for his service to his country and not particularly for the color of his skin or sexual identity. In a letter of intention that Rogers wrote to accompany his will, he asked that some of his assets be distributed to the NAACP, AVER, and the Servicemembers Legal Defense Network.

Rogers was stationed in 2007 in Baghdad, where he trained Iraqi and American soldiers. On January 27, 2008, he was killed by an improvised explosive device (IED). He was 40 years old. According to Rogers's commanding officer, he had shielded two men during the explosion; both survived. Rogers had earned two Kuwait Liberation Medals, and posthumously received the Purple Heart and Bronze Star. Ron Clarke, an AVER officer, said, "This is the first documented case of an LGBT soldier falling in the line of duty, but it isn't truly the first. Over one million Veterans through time have been LGBT. Major Rogers was well-respected by all he met and even more respected by his LGBT community for his sacrifice to serve two tours in Iraq."

Maj. Alan G. Rogers is buried at Arlington National Cemetery.

### References

"Aver Mourns Loss of True Soldier and LGBT Advocate in Iraq." American Veterans for Equal Rights, August 16, 2013. [aver.us/maj-alan-g-rogers-obit/maj-alan-g-rogers-obit.htm](http://aver.us/maj-alan-g-rogers-obit/maj-alan-g-rogers-obit.htm).

Loffe, Julie. "Public Death, Private Life: Army Major Alan Rogers and the Washington Post." Knight Case Studies Initiative. Journalism School Columbia University, n.d. [ccnmtl.columbia.edu/projects/caseconsortium/casestudies/25/casestudy/www/layout/case\\_id\\_25\\_id\\_315.html](http://ccnmtl.columbia.edu/projects/caseconsortium/casestudies/25/casestudy/www/layout/case_id_25_id_315.html).

McGrath, Ben. "A Soldier's Legacy: Don't Ask, Don't Tell, but Alan Rogers Was a Hero to Everyone Who Knew Him." *New Yorker*, July 28, 2008. [newyorker.com/magazine/2008/08/04/a-soldiers-legacy](http://newyorker.com/magazine/2008/08/04/a-soldiers-legacy).

Patterson, Michael Robert. "Alan Greg Rogers – Major, United States Army," US Department of Defense News Release, January 29, 2008. [arlingtoncemetery.net/agrogers.htm](http://arlingtoncemetery.net/agrogers.htm).



*Major Alan G. Rogers. Photo from Department of Defense.*

## Corporal Jose Angel Garibay (1981–2003)

Jose Angel Garibay was born on September 4, 1981, in Jalisco, Mexico, and immigrated to the United States with his family as a child. He lived in Costa Mesa, California, where he played on his high school football team. Garibay enlisted in the US Marine Corps after high school. He dreamed of becoming a police officer, buying a home for his family, and getting married; he also wanted to become a United States citizen. Jose's uncle, Urbano Garibay, explained, "The Garibay family came like many Mexican families . . . to better their lives. Jose Garibay, who was a Mexican citizen, wanted to demonstrate his patriotism and prove that he was ready to sacrifice for his adopted country. He loved the United States and always wanted to be a soldier, and he was very proud of being a Marine."

Garibay was in the 1st Battalion, 2nd Marine Regiment, 2nd Marine Expeditionary Brigade. He was sent to Iraq to support Iraqi Freedom when it began in 2003. The infantry Marines' role is to "locate, close with and destroy the enemy by fire and maneuver or repel the enemy's assault with fire and close combat." Jose was killed in action on March 23, 2003, at the age of 21, near Nasiriyah, Iraq. After his death, he was granted US citizenship. Members of Congress used his heroism to raise awareness for support of "green card troops," military members who were not citizens of the United States. Approximately 37,000 non-citizens served in the US military in Iraq. The focus on Garibay's story brought attention to streamlining the system of granting US citizenship to members of the Armed Forces, especially during periods of hostility, through programs such as the Military Accessions Vital to the National Interest (MAVNI).

In a letter to his girlfriend, Garibay expressed his belief that "we are freedom's answer to fear. We do not bargain with terror." His family and friends remember Garibay as a dedicated Marine, an incredible son, friend, and uncle, a hero, and an inspiration.

Cpl. Jose Angel Garibay is buried at Riverside National Cemetery in Riverside, California.

### References

Arax, Mark, Daniel Hernandez, Robert J. Lopez, and Jennifer Mena, "From the Archives: Green Card Marines: Born in Mexico. Jose Garibay Was Just Looking to Fit In." *New York Times*, May 26, 2003.

Connell, Rich, and Nora Zamichow. "Fighting for Their Citizenship." *Los Angeles Times*, April 1, 2003.

Defense Visual Information Distribution Service (DVIDS), "Camp LeJeune, NC." [dvidshub.net/image/4030746/charging-forward-1-2-assaults-objective-completes-live-fire-range](https://dvidshub.net/image/4030746/charging-forward-1-2-assaults-objective-completes-live-fire-range).

Drew, Jeff. "Remembering the Fallen: The Battle of An Nasiriyah." Defense Visual Information Distribution Service (DVIDS), March 26, 2013. [dvidshub.net/news/104121/remembering-fallen-battle-nasiriyah](https://dvidshub.net/news/104121/remembering-fallen-battle-nasiriyah).

"Expedited Citizenship through Military Service: Current Law, Policy, and Issues," September 30, 2003–February 25, 2009. *Every CRS Report*. University of North Texas Libraries Government Documents Department. [everycrsreport.com/reports/RL31884.html](https://everycrsreport.com/reports/RL31884.html).

"Honor the Fallen: Marine Cpl. Jose Garibay," n.d. [thefallen.militarytimes.com/marine-cpl-jose-a-garibay/256504](https://thefallen.militarytimes.com/marine-cpl-jose-a-garibay/256504).

Kopetman, Roxana. "Family Remembers O.C's First Iraq War Death." *Orange County Register*, March 19, 2013. [ocregister.com/2013/03/19/family-remembers-ocs-first-iraq-war-death/](https://ocregister.com/2013/03/19/family-remembers-ocs-first-iraq-war-death/).

McFadden, Robert D. "A Nation at War: American Casualties," *New York Times*, March 30, 2003.

Orange County Register. "Remembering a Marine." *Orange County Register*, September 6, 2006. [ocregister.com/2006/09/06/remembering-a-marine/](https://ocregister.com/2006/09/06/remembering-a-marine/).

"15 Memories of Jose Angel Garibay." *Los Angeles Times California's War Dead*. [projects.latimes.com/wardead/name/jose-angel-garibay/index.html](https://projects.latimes.com/wardead/name/jose-angel-garibay/index.html).

Zlotnik, Joel, Jeff Rowe, and Brian Martinez. "Jose Garibay Obituary." *Orange County Register*, March 28, 2003. [obits.ocregister.com/us/obituaries/orangecounty/name/jose-garibay-obituary?pid=894725](https://ocregister.com/us/obituaries/orangecounty/name/jose-garibay-obituary?pid=894725).



*Cpl. Garibay's mother, OC Register, March 19, 2013*

## Charlotte Clymer (b. 1986)

Born October 11, 1986, in Utah, Charlotte Clymer was a corporal in the 3rd US Infantry Regiment. Clymer enlisted in the Army in 2005 after watching the death toll in the Iraq War reach over 2000. She stated her reason for enlisting was partly due to guilt over the fact that “there were kids my age dying in Iraq and Afghanistan, and I felt like maybe I wasn’t doing enough, even though I disagreed with the war. So I signed up for three years.”<sup>1</sup>

While in the Army, Clymer was assigned to the Old Guard, working at Dover Air Force Base and Arlington National Cemetery. The job entailed unloading transfer cases with the remains of deceased Service Members, memorializing fallen soldiers, and folding up American flags for loved ones at burials. This action had a profound effect on Clymer as it hammered home the price of service. Clymer reenlisted after that first three-year term and then discovered she had been accepted to West Point. After leaving West Point in 2012 due to health issues, Clymer attended Georgetown University, where she earned her Bachelor of Science in American Government. Clymer’s interest in government started early; as a senior in high school, Clymer had run for city council in her hometown of Round Rock City, Texas.



Charlotte Clymer, 2019. (Wikipedia, CC BY-SA 4.0)

In 2017, Clymer worked as the press secretary for Rapid Response at the Human Rights Campaign, a civil rights organization fighting for LGBTQ equality, and she came out as a transgender woman. Charlotte sat on the DC Mayors Commission for Persons with Disabilities and the Board for the Center for Law and Military Policy, both groups that work toward more reflective representation in the political sphere.

In a commentary for *Sunday Morning* in 2019, she said, “The lies perpetuated about transgender people serving in the military have been thoroughly debunked and rejected, by medical experts, by budget analysts, by military generals and admirals, by the vast majority of the American people, and not least by a history of Americans who have been barred from service and proved bigots wrong. They barred men of color. They barred women. They barred gay, lesbian and bisexual people. We have been at this intersection of fear, cynicism, and outright ignorance many times, and we are always reminded that the only true threats to our country’s strength are hatred and an absence of character.”<sup>2</sup>

In 2020 Charlotte was named one of Fortune magazine’s 40 under 40 and went on to write a blog and contribute to various political news outlets focusing on LGBTQ issues and the military.

### References

Chamlee, Virginia. “Transgender Veteran ‘Incredibly Happy’ after Veterans Affairs Announces Plan to Offer Gender-Affirming Surgery.” *People*, June 21, 2021. [people.com/politics/transgender-veteran-incredibly-happy-after-veterans-affairs-announces-plans-to-offer-vets-gender-affirming-surgery/](https://people.com/politics/transgender-veteran-incredibly-happy-after-veterans-affairs-announces-plans-to-offer-vets-gender-affirming-surgery/).

Clymer, Charlotte. “Charlotte Clymer: Being Transgender Shouldn’t Matter in the Military.” *Sunday Morning*, April 27, 2019. CBS News. [cbsnews.com/news/charlotte-clymer-on-transgender-ban-in-military/](https://www.cbsnews.com/news/charlotte-clymer-on-transgender-ban-in-military/).

Georgetown Institute of Politics and Public Service. “Charlotte Clymer (S, 16).” ca. 2021. [politics.georgetown.edu/profile/charlotte-clymer/](https://www.politics.georgetown.edu/profile/charlotte-clymer/).

Riley, John. “Fighting Back: Transgender Activity Charlotte Clymer.” *Metro Weekly*, July 12, 2018. [metroweekly.com/2018/07/fighting-back-transgender-activist-charlotte-clymer/](https://www.metroweekly.com/2018/07/fighting-back-transgender-activist-charlotte-clymer/).

<sup>1</sup> John Riley, “Fighting Back: Transgender Activity Charlotte Clymer,” *Metro Weekly*, July 12, 2018, <https://www.metroweekly.com/2018/07/fighting-back-transgender-activist-charlotte-clymer/>.

<sup>2</sup> Clymer, Charlotte. “Charlotte Clymer: Being Transgender Shouldn’t Matter in the Military.” *Sunday Morning*, April 27, 2019. CBS News. [cbsnews.com/news/charlotte-clymer-on-transgender-ban-in-military/](https://www.cbsnews.com/news/charlotte-clymer-on-transgender-ban-in-military/).

## Lieutenant Ashley White-Stumpf (1987–2011)

Lt. Ashley White-Stumpf was born on September 3, 1987, in Alliance, Ohio. She graduated from Kent State University through the ROTC program in 2009. At a time when women were banned from combat, White-Stumpf was an Army Medical Service Corps officer and a founding member of the Army's Cultural Support Team, or CST—a special operations team of American women sent to Afghanistan to build rapport and gather intel from local women. Ashley and other team members, with the help of interpreters, sought information that would help keep Green Berets and Army Rangers safe as they searched desert compounds, and performed tasks that would be unnecessarily hostile if performed by men, such as frisking women. Her job was one that male soldiers could not do.

White-Stumpf, who married in May 2011, joined the CST group in 2011 without telling her family, since the missions were confidential. She excelled at the intense physical training required and was determined to succeed in this unique mission. She was sent to Afghanistan in August. On October 22, 2011, Lt. Ashley White-Stumpf was killed along with two male Rangers when an improvised explosive device (IED) was triggered.

Family, friends, and colleagues describe Lt. White-Stumpf as a selfless warrior. US Army Special Operations Command said that she “played a crucial role as a member of a special operations strike force. Her efforts highlight both the importance and necessity of women on the battlefield today.”<sup>1</sup> Her awards and medals include the Parachutists Badge, the Ohio Faithful Service Ribbon, the Armed Forces Reserve Medal, the Army Reserve Achievement Medal, and the National Defense Service Medal. She was also posthumously awarded the Bronze Star, the Purple Heart, the Meritorious Service Medal, the Afghanistan Campaign Medal, and the Combat Action Badge. Lt. White-Stumpf's family established the Ashley White Memorial Scholarship designed to support a female graduate from her high school who reflects Ashley's values of a strong work ethic and passion for physical fitness.

Lt. Ashley White-Stumpf is buried at Saint Joseph Catholic Cemetery in Alliance, Ohio.

### References

Baldor, Lolita C. “Ashley White's Death Highlights Women's Role in Special Ops Teams.” Associated Press, October 25, 2011. [the-review.com/story/news/2011/10/26/ashley-white-s-death-highlights/19275010007/](http://the-review.com/story/news/2011/10/26/ashley-white-s-death-highlights/19275010007/).

Kent State University. “Ashley White-Stumpf's Sacrifice Featured in National Museum of the US Army.” November 23, 2020. [kent.edu/kent/news/ashley-white-stumpfs-sacrifice-featured-national-museum-us-army](http://kent.edu/kent/news/ashley-white-stumpfs-sacrifice-featured-national-museum-us-army).

Lemmon, Gayle Tzemach. *Ashley's War: The Untold Story of a Team of Women Soldiers on the Special Ops Battlefield*. New York: Harper, 2015.

Patria, Melia, Muriel Pearson, Lana Zak, Luis Martinez, and Lauren Efron. “Inside ‘Ashley's War,’ Story of a Special Ops Program That Put Women in Afghanistan Warzones” Edited by Ely Brown. *ABC News*, April 21, 2015. [abcnews.go.com/US/inside-ashleys-war-story-special-ops-program-put/story?id=30455617](http://abcnews.go.com/US/inside-ashleys-war-story-special-ops-program-put/story?id=30455617).

“Women Warriors Ashley White, First Lieutenant, U.S. ARMY.” Web log. Foundation for Women Warriors. [foundationforwomenwarriors.org/ashley-white-first-lieutenant-u-s-army/](http://foundationforwomenwarriors.org/ashley-white-first-lieutenant-u-s-army/).



*Lt. Ashley White served as a CST soldier often doing work that was physical and not meant for male soldiers. Photo credit by: “Remembering An American Hero.” Web log. Ist. Lt. Ashley I. White (blog). WordPress, October 2012.*

<sup>1</sup> Lolita C. Baldor, “Ashley White's Death Highlights Women's Role in Special Ops Teams,” Associated Press, October 25, 2011, [the-review.com/story/news/2011/10/26/ashley-white-s-death-highlights/19275010007/](http://the-review.com/story/news/2011/10/26/ashley-white-s-death-highlights/19275010007/).



NAME

PERIOD

DATE

## Organizing an Essay

Identify evidence from the sources to help you write your essay.

Essential Questions Prompt:

Why is it important to share the stories of Veterans and Service members from different backgrounds?

Claim:

Topic Sentence (relate to the claim):

1) Evidence one:

a. Analysis:

2) Evidence two:

b. Analysis:

Conclusion Sentence- (Restate your thesis/argument)



NAME

PERIOD

DATE

### Strength in Diversity Medal

In class you have discussed why it is important to tell the stories of Veterans and Service Members from different backgrounds. Use the awarding of a Strength in Diversity Medal to one of the Veterans or Service Members you learned about in this lesson to tell and honor the story of one such person.

Part 1: Choose a Veteran or Service Member: You and your partner(s) will create and award the Strength in Diversity Medal to one of the four people you learned about.

Name of the Veteran or Service Member chosen for this award:

Rank \_\_\_\_\_ Name \_\_\_\_\_ Branch \_\_\_\_\_

Part 2: Write the Speech: Work together to answer the questions in the left column to help you write a draft for your speech in the right column. Write your final speech based on this outline on a separate sheet of paper.

Questions	Speech Draft
<p>What values, characteristics, or actions does this medal acknowledge?</p> <p>Provide a brief biography about the Veteran.</p>	<p>This medal acknowledges...</p> <p>_____ was from and (describe background)</p> <p>(work in the military)</p> <p>(and life outside the military)</p>





NAME

PERIOD

DATE

What direct or indirect action has earned this Veteran or Service Member the Strength in Diversity Medal?

Why is telling this Veteran's or Service Member's story important?

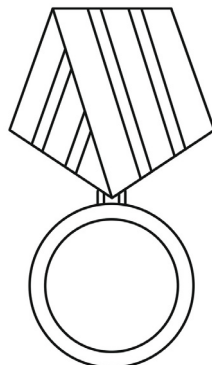
This soldier's action(s) illustrate (use the values and characteristics you list in the first question)

which qualify them to receive the prestigious Strength in Diversity Medal because they (cite your evidence)

It is with great pride that we award this soldier the Strength in Diversity Medal.

It is important that we continue to honor our military Veterans and Service Members from diverse backgrounds because

**Part 3: Design the Strength in Diversity Medal:** Draft your medal on this page or a separate piece of paper. What symbols, icons, or colors does this medal include? What is the significance of each design and color? This is just a sketch to help you organize your ideas. Your final medal should be colorful and significant.





## ADDITIONAL RESOURCES

- US Department of Veterans Affairs (VA) resources: <https://www.va.gov/find-locations/>
- National Gravesite Locator: <https://gravelocator.cem.va.gov>
- Veterans Legacy Memorial: <https://va.gov/remember/> The Veterans Legacy Memorial (VLM) is an online memorial space for Service Members and Veterans managed by the National Cemetery Administration (NCA) of the US Department of Veterans Affairs (VA).
- US Army Heritage and Education Center: <https://ahec.armywarcollege.edu/>
- Naval History and Heritage Command: <https://www.history.navy.mil/>
- Marine Corps History Division: <https://grc-usmcu.libguides.com/marine-corps-archives/main>
- Air Force Historical Research Agency: <https://www.afhra.af.mil/>
- US Coast Guard Historian's Office: <https://www.history.uscg.mil/> iii
- Library of Congress Diverse Experiences in Service: <https://www.loc.gov/collections/veterans-history-project-collection/serving-our-voices/diverse-experiences-in-service/>
- National Archives: <https://www.archives.gov/research/military/veterans/online>
- Find a Grave: [www.findagrave.com](http://www.findagrave.com) This website is run by private individuals and compiles crowd-sourced information.