



## Curriculum and Planning Guide Grades 9-12

To the Teacher:

Your cable provider may be able to provide extra resources for your Take a Veteran to School Day event. Contact their community or education representative to see if they are participating. Let HISTORY™ know if you are celebrating Take a Veteran to School Day. Register by filling out the participation form at [www.veterans.com](http://www.veterans.com).

Below are some suggestions for Take a Veteran to School Day activities including curriculum-based projects to bring this program into your classroom in meaningful ways. These suggestions are not written in stone – we’re counting on you to take what will work for you and adapt it as you see fit. We know that there is a tremendous difference between 9th graders who might still be building a basic knowledge of history, and 11th graders who are focusing on U.S. history for the entire school year. Maturity, reading comprehension, and research skills will vary as well, so many of these activities can be adapted based on your students’ skill and curriculum levels. However, all ages and ability levels can benefit from this program. These events open doors to chronological thinking, social studies and history learning, concepts in geography, and an understanding of service and civic responsibility. This program also offers opportunities for vocabulary building, reading comprehension, critical thinking and team work.

A little preparation goes a long way in making Take a Veteran to School Day a truly memorable experience for all involved. If you only have one 40-minute time period to devote to this project, it can still be an outstanding lesson. This program may connect with lesson plans and course units you have already developed. Below are some suggested activities. (Note: This website also includes a documentary entitled The Story of Veterans Day and a viewing guide companion for additional classroom curricula related specifically to Veterans Day.)



### Planning: Set a date now!

Notify all school officials so that there are no surprises. Invite veterans in your communities, who may or may not be related to your students. Invite your cable representatives and city officials, as desired. Reach out and invite the press, including your school newspaper. Provide directions to the school with the invitations. Assign a welcome committee to meet guests at the school entrance and to create an appropriate welcome sign. Download the **Participation Passport** on this website and make color copies for your students for that day. Assign two parents or high school students to be on hand to take photographs, digital if possible. Have water available for the veterans to drink in the classroom. Simple refreshments may be served as desired, after the event.

**Getting Ready to Greet Veterans:** You may want to prepare name tags for invited veterans in advance. This is a great way for students to acknowledge veterans and make them feel welcome as they arrive. Another way to connect students with veterans is to give students a “star” to decorate at school or at home. Students can label these stars with the name and service branch of each veteran. Students may also want to attach photographs and decorate their stars, and they can be put on display as a salute to veterans at the event. A sample star is included at the end of this document.

**Remember:** Our veterans are both men and women, and are from diverse racial and ethnic backgrounds. Including veterans from a diversity of backgrounds and reaching out to women who have served will enrich your *Take a Veteran to School Day*!

**Note:** If you are organizing a *Take a Veteran to School Day* event, fill out the participation form located online at [www.veterans.com](http://www.veterans.com). HISTORY™ will provide your class with special *Take a Veteran to School Day* wristbands, while supplies last.

### Below are a few classroom activities recommended for “pre-event” preparation.

- 1. What is a veteran?** Introduce students to the term “veteran” and provide them with the dictionary definition. An explanation of the origins of this term can also be located online at [www.veterans.com](http://www.veterans.com). Discuss the term and its meaning. Remember that a military veteran does not have to have served during war time.
- 2. What does “service” mean?** Veterans have served in the U.S. armed forces. Discuss the term “service.” What are other forms of service people in our country perform? Ask students if they have participated in any service projects. This might also be a good time to talk



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generally about civic responsibility and commitment. (Other related terms students can define might include: *civilian, draft, duty, enlistee, patriotism, sacrifice*, and military terms such as *squadron*.)

- 3. Discuss the five branches of the armed forces in the United States:** Describe the responsibilities of the Army, Navy, Air Force, Marines, and Coast Guard. Ask students to research the various branches and prepare visual or written reports which describe the history and duties of one or more of these branches. This is also a good time to discuss and review the structure of government and the role of the military.
- 4. Do you know a veteran?** Ask students if they know any veterans and if so, who they are and what they know about their military careers. Many students may have relatives who have served at some point over the past decades, or who are currently serving. You can also discuss the role of the U.S. Department of Veterans Affairs, or ask students to research this agency. This is a good time to discuss the role of government with regards to veterans once they are no longer in active military duty. Advanced students can research the history of veterans affairs and write short essays about the treatment or benefits veterans have received after a particular war or conflict. (Example: students could research Civil War pensions, or the GI Bill.)
- 5. Questions for your vets.** After leading students through these discussions, ask them to think about what questions they would like to ask a visiting veteran. Students should write down their questions; teachers may want to assign individual students to ask specific questions at their *Take a Veteran to School Day*. It is important for students to remember that some questions might be sensitive, so they should be thoughtful and considerate when writing a list of questions for veteran visitors. It is inappropriate for a veteran to be asked if he or she ever killed someone. Don't go there!
- 6. Good manners are important.** This is so fundamental but it still bears repeating to your students. The veterans are guests in your classroom. They deserve to be treated with respect.
- 7. Reading activity.** Ask students to read selections of oral histories or letters written by or about veterans. To add a research element to this activity, ask students to use the library or Internet to locate a document or primary source related to veterans to share with the larger class or group. This also gives students an opportunity to discuss or review the difference between primary and secondary sources. The Library of Congress sponsors the "Veterans History Project" which collects oral histories of U.S. veterans. Ask students to research this program, or a similar program. Visit our resource section on this website for recommendations for this activity.
- 8. Chronological thinking.** Ask students to work together in small groups to create a timeline of major U.S. wars and conflicts. This exercise helps students practice chronological thinking



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and will help put visiting veterans' experiences into a broader historical context. Ask students to create these timelines on roller paper, marking off each decade from the American Revolution to the present day. Then they should mark off significant wars and conflicts in U.S. history, such as the War of 1812, the Mexican War, the Civil War, the Spanish American War, World War I, World War II, the Korean War, the Vietnam War, the Persian Gulf War, and the Iraq War. Other events may be added as well. Use this timeline during the *Take a Veteran to School Day* event and have veterans indicate on the timeline when they served.

- 9. Art and visualization.** Have students draw the American flag or U.S. armed forces seal. Discuss what these symbols mean and how they relate to our veterans. Advanced students can research patriotic images, songs, or posters from throughout U.S. history. Ask students to write short essays reflecting on the meaning of these symbols and the context in which they were created.
- 10. Civic engagement.** In each city and town, mayors and other public officials have an opportunity to honor individuals or groups with an official proclamation. Once students are familiarized with the concept of an official proclamation, ask them to author one of their own to honor the service of a veteran or the work of a local veterans' organization.

**Extra Credit.** Ask students to watch the HISTORY™ documentary *Dear Home: Letters from World War I* or *Dear Home: Letters from World War II* and write a short essay about what they learned.

### Additional Extended Activities for History Students

1. Today, Veterans Day is celebrated as a federal holiday throughout the country. Ask students to research the history of this holiday and prepare a timeline or presentation illustrating its origins and transformation.
2. In 1954, President Dwight Eisenhower issued a formal proclamation about the meaning of veterans and the significance of Veterans Day. Individually or in small groups, ask students to locate this proclamation and write up five bullet points describing its most important points.
3. Ask students to read one of the primary sources included in the classroom resources section of this website. Ask students to write short essays analyzing these sources and explaining their historical context.
4. Ask students to break up into small groups and create a design plan for a website about Veterans Day or some aspect of veterans' history.



### Sample Agenda for Take a Veteran to School Day

#### Multi-Class Participation and Introductions

If many classes or even your whole school is participating in *Take A Veteran to School Day*, you might choose to begin with a **school assembly**. Otherwise, the event for a single classroom can follow these suggestions, but be modified accordingly. Participating veterans should be invited, along with your cable representative, school board, community officials, and elected representatives. Students and at least one adult (teacher or parent) should be available to meet your guests at the school entrance and help them sign in as needed before going into the assembly room. A welcoming sign is always reassuring for people who aren't familiar with your school. Providing each veteran with a name tag prepared as they arrive or in advance is also a great way to welcome them.

Pre-arrange with the visiting veterans in which class they will be participating. They can sit with that class during the assembly, or sit in reserved seats in the front. Your principal should welcome everyone to *Take A Veteran to School Day* and serve as the M.C., unless otherwise decided. The assembly should open with a reciting of the Pledge of Allegiance and the singing of the Star Spangled Banner or another appropriate song by all. The principal should recognize your outside guests. If the mayor, county supervisor, or school superintendent has a proclamation prepared for this day, he or she should read it aloud to all. Then the VIPs should be recognized – and by that we mean, the veterans! The veterans should stand as their names are called by the principal and receive a round of applause from the students, once all vets are standing. Remember that some vets may be physically disabled and will need special accommodations.

**Classes and veterans** should meet in homerooms, or wherever is most appropriate. You may find that the school library provides the right setting if it is just one class participating. In many cases, the veteran will be a friend or relative of a member of the class. Each student may introduce his or her veteran, speaking loudly and clearly to the class when announcing the vet's name and branch of service. (You might want to practice this with the appropriate student beforehand.) Otherwise, the teacher should welcome the vets to the class. **The name of each veteran, and how the students should address that veteran, should be written on the wall board.**

#### Questions and Answers

At this point, vocabulary can be reviewed to refresh students' understanding of the word veteran, service, and branches of the armed forces. That can help lead into **simple questions** by the teacher or by a student. Sample questions:

"In what branch of the armed forces did you serve?"

"When was that?" (This is where the timeline can be helpful.)

"Where were you posted?"



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Ideally, a classroom map would be used to show the locations. Once a few questions are asked, students usually feel more comfortable raising their hands and asking their prepared questions, but you probably can predict your students. If you have more than one veteran visiting the class, let each one establish the basics about his or her service. After that, you can open it up with broader questions, such as “What is one story about your time in the service that you would like to share with us?” Just be careful of one person talking at length and leaving little time for the other veterans, especially if you have more than two vets in your classroom for a 40-minute period.

### Remembering the Day

**Bring a camera**, or have a parent or two bring a camera. Leave time for photos. If you have access to a digital camera, you can use these photos to create an online photo gallery or scrapbook, or make an illustrated newsletter for your school district.

At [www.veterans.com](http://www.veterans.com), you can find a **Participation Passport** or signature page that can be printed in color. We have found that young people enjoy getting their vet visitors’ autographs. The page also includes basic questions for students to answer during and after *Take a Veteran to School Day*. Students have sometimes asked veterans to sign their t-shirts. Everyone seems to enjoy this, but ideally you should be prepared with an inexpensive t-shirt for everyone, and plenty of markers.

At the end of the class period, remind your students to thank the veterans for sharing their stories with your class. You may have students present a hat, a school pin, or flower to each vet in appreciation of his or her time and service.

### Recap and Evaluation

Each student should complete his or her **Participation Passport** that day if possible. Extra paper should be provided as needed. You should review these pages and evaluate the students’ responses. We recommend that parents be asked to sign this once it is completed, but of course that is up to you. This helps students share what they have learned with parents and spread the word about the importance of hearing the stories of our nation’s veterans. Advanced students may want to create scrapbooks or PowerPoint presentations to share with the visiting veterans later, or to share what they learned with younger students or other members of your community.



### Post-Event Activities

**Thank You Letters.** A great way to keep in touch with the veterans you met is to send thank you letters expressing your thanks for their participation. This will give you a chance to thank them for their time and for sharing their stories. Your students may also choose to write thank you letters to veterans in your community who were unable to attend your event, to thank them for their service.

**Volunteer.** There are many organizations in communities throughout the country dedicated to helping veterans after they have served. Visit the “organizations” section of [www.veterans.com](http://www.veterans.com) to reach out to veterans groups in your local community and find out how you can help veterans who may be in need.

**Tell Us About Your Events.** Fill out the participation form at [www.veterans.com](http://www.veterans.com) if you have not already. Report back to us and let HISTORY™ know about your event!

### Resources

Below are a few additional resources that you might find helpful in planning your Veterans Day activities:

#### Books:

Ansary, Mir Tamim. *Veterans Day* (Heinemann, 2006).

Carroll, Andrew. *War Letters: Extraordinary Correspondence from American Wars* (Scribner, 2002).

Cleland, Max (Introduction), and Hagel, Sen. Chuck (Afterword). *The Library of Congress Veterans History Project: Voices of War: Stories of Service from the Home Front and the Front Lines* (National Geographic Press, 2005).

#### Websites:

The U.S. Department of Veterans Affairs Veterans Day website:

[www1.va.gov/opa/vetsday/index.asp](http://www1.va.gov/opa/vetsday/index.asp)

(Includes helpful classroom resources and background history)

The Library of Congress Veterans History Project:

[www.loc.gov/vets/vets-home.html](http://www.loc.gov/vets/vets-home.html)

(Includes information and tips for recording the stories of veterans)

The Digital Clubhouse Network Stories of Service Project:

[www.digiclub.org/sofs](http://www.digiclub.org/sofs)

(See digital stories produced by youth; find tips on how to video-record veterans' histories)

From the greatest generation to the latest generation, let's support our vets!

Visit [veterans.com](http://veterans.com)





# Take A Veteran To School Day



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## "Our Veterans Are Stars"

Have students label these stars with the name and service branch of each veteran. They may also want to decorate these stars with photographs or other images. These can be displayed at school and/or given to veterans to take home as a memento from Take a Veteran to School Day.

(Many thanks to Timothy Gallo and Cider Mill School in Wilton, Connecticut for sharing this creative idea and many more helpful hints for Take a Veteran to School Day!)

