



National Veterans Shrine and Register of Honor

Classroom Kit

Lesson Plan: *Honoring Our Veterans: Remembering the Price of Liberty*

Guidelines for Interviewing a Veteran

How to enter a veteran in the Register of Honor

Classroom activities pre- and post-visit

The American Village: Teaching Youth America's Legacy of Liberty

Lesson Title: Honoring Our Veterans: Remembering the Price of Liberty

Introduction: The purpose of this lesson is to make students aware of the National Veterans Shrine at the American Village, and encourage them to conduct a project in which they identify a veteran (may or may not be a family member), gather data and go online to complete the information required in order to register that veteran in the Veterans Register of Honor (www.veteransregisterofhonor.com).

Patterned after Philadelphia's Carpenters Hall, the National Veterans Shrine at the American Village honors the men and women of the United States Armed Forces who served and sacrificed for America and its freedom. Through art, sculpture and interactive technology, the Veterans Shrine will answer the questions: "Who are our country's veterans?" "What did they do for our country?" and "What do we owe them?" The Shrine also houses the Register of Honor, a website and database containing photographs, biographical sketches, and stories of countless American veterans and active members of the United States Armed Forces.

Objectives:

In this lesson, students will:

- Increase their awareness of those who served and sacrificed for our nation and liberty – our veterans
- Gain information to understand and answer the following questions, "Who are our country's veterans?" "What did they do for our country?" and "What do we owe them?"
- Honor a veteran by registering them in the Veterans Register of Honor.

Materials and Resources: (Many of these works are not appropriate for all ages and involve explicit or graphic language. Teachers should review these first to determine classroom use.)

- 1) Denton, Admiral Jeremiah A. Denton. *When Hell Was in Session*, World Net Daily, Washington, DC, 1975, seventh edition, 1998
- 2) Moore, Lt. General Harold T. and Galloway, Joseph L. *We Were Soldiers Once and Young*, Presidio Press, Random House Publishing Group, New York, 1992
- 3) Murphy, Audie. *To Hell and Back*, Henry Holt and Company, New York, 1949
- 4) Sledge, Eugene B. *With the Old Breed: At Peleliu and Okinawa*, Oxford University Press, USA, 1990
- 5) Thorsness, Leo. *Surviving Hell: A POW's Journey*, Encounter Books, New York, 2008

- 6) *The War*, Directed and produced by Ken Burns and Lynn Novick, Florentine Films and WETA TV, Washington, DC and American Lives II Film Project, LLC, September, 2007, PBS
A story of WWII through the personal accounts of men and women from four American towns, including Mobile, AL. The war touched every family on every street in America as American citizens demonstrated that in extraordinary times, there are no ordinary lives.

Strategy:

1. The teacher will provide information about the Veterans Register of Honor at the American Village. Then ask students if they personally know someone who is a veteran. Make sure students understand who and what it means to be a veteran.
2. The student will select one veteran to research all available sources for information about the veteran and complete the online process to submit the information to be included in the Veterans Register of Honor. Interview Guidelines attached.
3. Each student will select and participate in some activity to honor veterans:
 - volunteer at a veterans hospital or veterans home
 - attend a memorial service at a national cemetery
 - organize a veteran's activity at their church or in their school
 - develop an activity of their own (approved by teacher) to honor veterans
 - attend the National Veterans Day Parade in Birmingham on Veterans Day or another parade in your community
 - organize a float from your school to be included in your local veterans day parade
4. Recruit veterans to come to their school and share their stories.
5. Invite a veteran to lead the pledge of allegiance at their school.
6. At the conclusion of the daily pledge of allegiance, students will announce the name of a veteran or active military person to honor their service. (include information about their branch of service, where they served, and to learn more about their service, check www.veteransregisterofhonor.com)
7. Students may wish to do more reading on a particular war. Go online to find a varied selection of books related to the war of interest to the student. After reading the book, give the student time to give an oral report to the class.

Evaluation:

- 1) Student researched and registered one veteran in the Veterans Register of Honor 20 points
- 2) Student participated in one activity to honor veterans; must bring documentation of the event or activity 15 points
- 3) Student read a book on war and presented it orally to the class 20 points
- 4) Student demonstrated an understanding of who, what and how we can honor our veterans by passing an exam. 15 points
- 5) Student visited the American Village or went on line to learn more about the American Village and specifically the National Veterans Shrine. 10 points
- 6) Student interviewed and wrote a summary of his/her findings and/or invited a veteran to their school to honor and recognize their role in obtaining and maintaining our freedom and self-government as citizens of the United States of America. 20 points

Guidelines for Interviewing a Veteran

Every interview should contain several segments that allow gathering important details while nurturing memory. The goal is to capture recollections of life experiences and of the most memorable moments in military service. The interview may also shed light on how the veteran's service has influenced his/her postwar life.

It is important to let the veteran tell his or her own story. The suggested questions below are for general guidance only. Do not feel obligated to ask all of these questions or limited to only these questions.

1. Have the veteran complete the Veterans Register of Honor Biographical Data Form in advance of the interview, if possible. Review in order to ask the most relevant questions.
2. Share a few general questions with the participant prior to the interview, if you wish.

Suggested Questions:

1. In which branch of service did you serve? What was your rank? Where did you serve?
2. Why did you join the military? Why did you choose this branch of service? Were you drafted or did you enlist? Where did you live at the time? How old were you?
3. Do you recall your first days of service? What was it like? Tell me about your boot camp/training experience(s)?
4. In which war(s) did you serve? Where exactly did you go? What was your job/assignment?
5. Do you remember arriving? What did you feel? What was it like?
6. Did you see combat? Were there casualties in your unit?
7. Tell me about your most memorable experience.
8. Were you awarded any medals or citations?
9. How did you stay in touch with your family? What was the food like? How did you entertain yourself? What did you do when on leave?
10. Do you recall any particularly humorous or unusual event?
11. Do you have photographs? May I see them?
12. What did you do as a career after the war?
13. Was your education supported by the GI Bill?
14. Have you continued any relationships with fellow veterans through the years?
15. How did your service and experiences affect your life?
16. What do you think Americans owe our veterans?
17. What would you like for young people to know about serving in the military?
18. Is there anything you would like to add that we have not covered in this interview?

THANK the veteran for sharing his/her recollections.

The questions above were developed by the Veterans History Project working in consultation with the American Folklife Center and the Oral History Association.

Honoring America's veterans and telling the stories of their service and sacrifice for the cause of liberty



Include your veteran honorees in the Register of Honor

www.veteransregisterofhonor.com



The **Register of Honor** is a website and database containing photographs, biographical sketches, and stories of countless American veterans and active members of the United States Armed Forces.

Visit the website today and add your loved ones to the Register of Honor. Help us honor, recognize, respect and remember our country's veterans.

The Register of Honor is housed at the **National Veterans Shrine** at the American Village. Patterned after Philadelphia's Carpenters Hall, the National Veterans Shrine honors our veterans' service and sacrifice for America and its freedom. The Shrine features major sculpture and paintings by nationally-renowned artists. Interactive media, artifacts and exhibits will answer the questions: *"Who are our country's veterans?"* *"What did they do for our country?"* and *"What do we owe them?"* The information, photos and videos you submit to the Register of Honor will be combined with other materials to create a mini-movie personalized to the veterans you register and viewable at kiosks in the National Veterans Shrine.



We encourage you to gather information about the veterans and active military members of your family so that you may honor their service and sacrifice by inclusion in the Register of Honor.

The following pages provide an outline of the information that may be included in the Register of Honor.

Information needed to register a veteran:

Submitter Details

The person who submits information for inclusion will be asked to create a FREE account and provide their name, email address, mailing address, and phone number.

**If you are under the age of 18 you will be prompted to provide contact information for the person (parent, guardian or teacher) granting consent.*

Honoree Personal Information

**Required information*

Information provided in this section will be displayed to anyone viewing the veteran honoree page on the site.

*Last Name

*First Name

Middle Name or Initial

Prefix/Title

Suffix

*Hometown City

Hometown County

*Hometown State

*Country

*Gender

Male Female

*Birth City or County

*Birth State

*Birth Year

Death Year

Burial Location

National Cemetery

Yes No

Name of National Cemetery:

Personal Narrative

Enter an extended biographical narrative of the honoree of up to 1,000 characters (including spaces).

In Their Own Words

Enter a direct quote from the honoree of up to 500 characters (including spaces).

Service Details

**Required information*

Information provided in this section will be displayed to anyone viewing the Veteran Honoree page on the site.

*Branch of Service

For each Branch of Service, register a new honoree page.

Military Rank

Years of Service Start Date

Years of Service End Date

Service Location

Country of Service Location(s)

State of Service Location(s)

Wars

Campaigns

Military Battles & Conflicts

Awards (Purple Heart, Bronze Star, etc.)

Special Service Status

Killed in Action

Missing in Action

Prisoner of War

Upload Media

The last step in creating a veteran honoree page is uploading photos and videos.

- you may choose to upload up to 5 photographs of the honoree (file size should not exceed 10 MB for each photograph)
- you may choose to upload up to 3 videos of the honoree (file size should not exceed 50 MB for each video)
Each video must be associated with a corresponding interview question:
 1. Tell us about your joining the military. How did you join? Where did you join? Why did you join?
 2. What was your most memorable experience while serving in the military and why was it memorable?
 3. What do you want young people to know about serving our country?

Uploaded photographs will be displayed to anyone viewing the veteran honoree page on the site. Photographs that are deemed unsuitable will not be approved for inclusion.

Uploaded videos will not be a part of the veteran honoree page on the web site, but will be used in conjunction with the photographs, biographical and service details to create a personalized video of the Honoree that can be viewed at kiosks in the National Veterans Shrine on-site at the American Village.

Questions?

Email veteransregisterofhonor@americanvillage.org



If you are a teacher, we invite you and your students to help honor those in every generation who served and sacrificed for the cause of liberty.

We have prepared classroom kits to help your students gather information about their family members in order to add their names, histories and stories to the Register of Honor.

Email us your contact information and we will send all the information you need to participate in this FREE project.



Email rememberingthepriceofliberty@americanvillage.org or scan this QR Code.





Who are our country's veterans?

Define the word veteran by circling the statements that apply:

Everyone who wore the uniform

Military servicemen over the age of 50

One who represents the people of the United States of America

Everyone who makes sacrifices to serve their country

A person who has served in a military branch of service

A politician who sponsored the GI Bill

Write your own definition of a veteran:

Do you know someone who is a veteran? ___yes ___no

Write their name: _____

In which branch of the military did they serve?

Write something about them...what did they do (professionally) after military service? Do they have any stories to share about being in the military? Did they stay in touch with comrades with whom they served? Tell us something about their family today.

How were you impacted by the veteran who shared his/her story?



What did they do for our country?

List at least two quotes or statements that you have read on one of the wall graphics in the first gallery.

What do you think veterans have done for our country?

Go to one of the touch pads, read and record some basic information from one of the themes illustrated.

As you enter the second gallery, the Veterans Register of Honor, go to one of the kiosks, enter the last name of someone you know that has been registered in the Veterans Register of Honor and view the information presented. Record the information you view in the following table. If you do not know anyone personally, you may select the Featured Honoree button to view a pre-selected veterans honoree.

Name **Birthplace** **Branch of Service/War**

While in the second gallery, look for the pipe cleaners on the American Flag. When and where was this flag flown?

Notice the soldier figures in the case; in which war did the greatest number of individuals serve? _____ In which war did the least number of individuals serve? _____

List some of the sacrifices veterans have made because they served in the military.

1. _____
2. _____
3. _____

Notice the dog tags around the ceiling of this room. What is the significance of the dog tag? What does it mean?

Find three images that you believe represent sacrifices that veterans have made for our country. (Pictures, magazines, newspapers, social media, etc.) Prepare a poster with the images; identify the capacity in which this service occurred and illustrate the symbols of freedom for which these sacrifices were made.

What do we owe our veterans?

Please consider how and what you can personally do for veterans. Write in the spaces below actions you will take to honor and pay tribute to veterans.

1. _____
2. _____
3. _____

HS Students: Select one of the veterans service organizations below to research and report to the class how they impact veterans and their families.

American Legion

American Veterans (Am VETS)

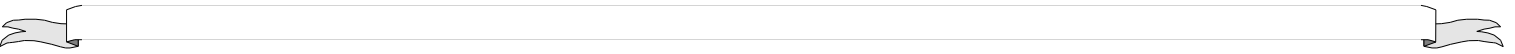
Disabled American Veterans

Order of the Purple Heart

American Gold Star Mothers

United Service Organizations (USO)

Blue Star Salute of Alabama



Circle the door or window to indicate the actions you will take to honor veterans.



Veterans Shrine Interactive Tour

As you enter and tour the shrine, observe and answer the following questions.

1. Count the number of flags that you see when you enter the foyer. _____

2. Can you name and list three of the flags?

a.)

b.)

c.)

3. Who is kneeling in prayer in the painting on the right upon entering the foyer of the shrine?

What are the significant words of his prayer?

4. Why was Nathan Hale hanged by the British?

How old was he when he died? _____

What were his famous last words?

5. Count the number of military service seals that you see in the painting on your left when you enter Memorial Hall. _____

6. Match the seals with the correct branch of the United States Armed Services by drawing a line from the seal to the correct branch of service listed below.



Navy

Marines

Space Force

Air Force

Coast Guard

Army

7. The Victory "Welcome Home" _____ is celebrating WWI war heroes in 1919 as they return to the city of _____, AL.

8. What is the name of the monument in which the sentinel (soldier) is marching in the nighttime painting at Arlington National Cemetery?

9. What is the name of the ship in the painting? _____
Who named the ship? _____
Why is it on a "boisterous" sea?

10. The thirteen columns on the table where the fallen soldier lies represent the original _____.

11. Two national holidays have been set aside to help us remember and honor our veterans. These holidays are called :

a.) _____ and

b.) _____.

12. List two ways that you will personally honor/thank our veterans.

a.) _____

b.) _____

Liberty Uniting the Colonies

Color the heroic figure of Liberty and identify the various symbols and their meaning.



Liberty Uniting the Colonies

Color the heroic figure of Liberty and identify the various symbols and their meaning.

Lantern

("The sacred fire of liberty")

Rod

(A tool for obtaining liberty)

(Powerful rod inspired by Moses' rod of leadership to the Israelites)

(Thirteen colonies represented by notches on the rod)

("Join or Die" - Benjamin Franklin's segmented snake illustration urging the colonies to unite)

Crushed crown and broken sword

(Defeating the monarchy of Great Britain)

Chains

(Chains of slavery)

