



COOLIDGE NATIONAL
MEDAL OF HONOR
HERITAGE CENTER

ACTIVITY

Bundle



The Making of a

HERO

SIX STORIES OF THE
MEDAL OF HONOR

WRITTEN BY
Linda
Moss Mines

ILLUSTRATED BY
Thanos Tsilis



CLASS ACTIVITY HIGHLIGHTS

➔ MOH Profiles



Additional information on each Medal of Honor Recipient highlighted in *The Making of a Hero* is provided for educators who may not be familiar with their stories. This

information includes quotes, Medal of Honor Recipient citations, and other details about their lives as exhibited in the National Medal of Honor Heritage Center.

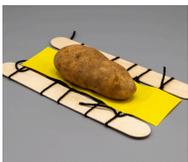
➔ Interactive Lessons



From story sequencing to exploring the six character values embodied in the Medal of Honor, this bundle includes a variety of strategies geared

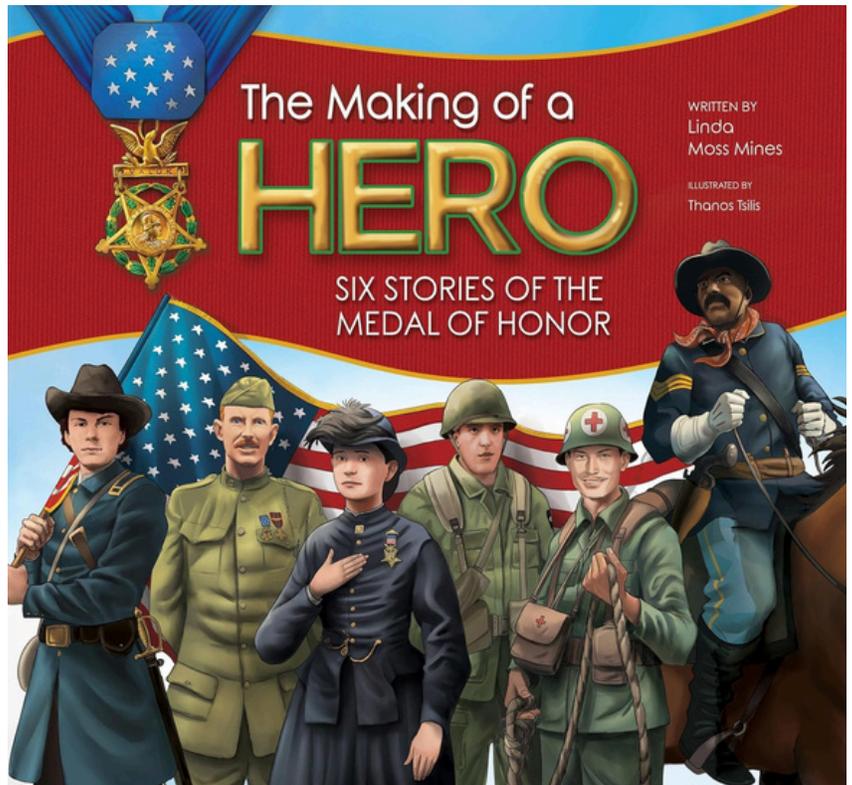
towards engaging K-2nd grade learners. These lessons are based on Tennessee State Standards but can easily be adapted to meet similar standards and skills in other states.

➔ STEM Connection



This activity bundle includes two STEM activities which lead students through the engineering design process. Students will consider the actions of

Medal of Honor Recipients Desmond Doss and Ray Duke.



BUNDLE OVERVIEW

By National Medal of Honor Heritage Center

Medal of Honor Recipient stories should be accessible to all age ranges. In *The Making of a Hero*, Linda Moss Mines introduces children to the values of patriotism, citizenship, courage, integrity, sacrifice, and commitment through the stories of six Medal of Honor Recipients showcased in the National Medal of Honor Heritage Center's gallery. Their actions serve as reminders the ordinary are capable of the extraordinary.

The educational resources within this accompanying activity bundle were crafted by four Teacher Fellows as part of our 2024 MOHHC Teacher Fellowship Program: Bailee Cox, Hamilton County, TN; Emily Ezell, Franklin County, TN; Jessica Holloway, Hamilton County, TN; and Amanda Stanford, Hamilton County, TN. This program was made possible through the generous support of the Fields and Bell families in honor of the late Katie Fields Bell who was passionately dedicated to children's education and, specifically, children's reading programs.

This bundle includes a range of ELA and STEM activities designed for Kindergarten through 2nd grade students. Students will explore the stories of six Medal of Honor Recipients, and, along the way, consider how they, too, can model the character values associated with the Medal in their own communities.

For additional educational resources, please visit MOHHC.org



KATHLEEN FIELDS BELL

JANUARY 13, 1948 – MAY 10, 2023



Dedication

Kathleen Fields Bell (Katie) was born and raised in Chattanooga, Tennessee. She attended Chattanooga's Girls Preparatory School (GPS) and the University of Chattanooga (now the University of Tennessee at Chattanooga) where she met her future husband, Burwell B. (B. B.) Bell, III.

Katie majored in English, and she and B. B. were married on 29 March 1969. B. B. was commissioned as a Second Lieutenant of Armor in the U.S. Army, and Katie and B. B. began thirty-nine continuous years of active-duty military service to the United States.

Katie volunteered in military Spouses' Clubs, Cub Scouts, Red Cross, Army Community Services, Thrift Shops, Women's Shelters, Army Family Team Building, Army Family Action Planning, and the Army Family Readiness Executive Council. She served on the National Board of the Military Child Education Coalition (MCEC) and volunteered in both military and civilian K-12 schools. Throughout her husband's military service, Katie was dedicated to the advancement of children's issues.

During General Bell's NATO command in Europe, Katie was the Senior Leader for spouses and their children, representing 21 NATO nations. Likewise, when he commanded U.S. and Allied forces in South Korea, Katie was deeply engaged in Korean spouse organizations dedicated to the enhancement and strengthening of the U.S. and South Korean Alliance. Over all her years serving with her husband, her main focus and passion was advocacy for military families and their children and mentoring young spouses.

During Katie's years of service to the nation, she received many military, governmental, civilian and foreign awards recognizing her contributions. Among these awards there was none more special to her than the **Dr. Mary E. Walker Award**. The Award is presented to Army spouses who are deserving of very special recognition for their long-term volunteer service to Army families and their children.

We are deeply honored the **Fields and Bell Families—Sara & Harry Fields, Kit & Mark Fields, and General B.B. Bell**—have chosen to support our efforts to ensure all ages have access to the stories of ordinary individuals who accomplished the extraordinary.

— NATIONAL MEDAL OF HONOR HERITAGE CENTER
mohhc.org

ACTIVITY BUNDLE AUTHORS



BAILEE COX

Educator, 2024 MOHHC Teacher Fellow

Bailee Cox holds a B.S. in Elementary Education from Covenant College. She has been teaching for 5 years and has taught 4th, 5th, and 2nd grade. She is currently serving as a 2nd grade teacher in Hamilton County, TN. She is passionate about creating a classroom community where fun and hands-on learning can take place.



EMILY EZELL

Educator, 2024 MOHHC Teacher Fellow

Emily Ezell is a veteran teacher with 28 years of experience in the classroom. She holds an EdS degree in administration from Middle Tennessee State University and is committed to helping students achieve their full potential. She is passionate about her work with veterans and incorporating that work into her classroom which led to her selection as the Smart/Maher VFW National Citizenship Education Teacher for 2018. She is currently a teacher fellow with the Korean War Legacy Foundation and served as a 2024 National Medal of Honor Heritage Center Teacher Fellow. She recently completed a Korea Fellowship where she traveled to South Korea to study the economic recovery, history, and culture. Additionally, she serves as location coordinator for the Wreaths Across America program in her community and is a lifetime member of the VFW Auxiliary.



JESSICA HOLLOWAY

Innovation Coach, 2024 MOHHC Teacher Fellow

Jessica Holloway is an innovation coach for Hamilton County Schools in Hamilton County, TN, a 2019 ASCD Emerging Leader, and Tennessee ASCD President. Before her current role, she taught middle school language arts and was a school-based instructional coach. Jessica supports STEM, computer science, and project-based learning in addition to coaching schools and teachers in implementing innovative practices. She recently was awarded the 2023 TechX Tech Educator of the Year by ChaTech.



AMANDA STANFORD

Instructional Coach, 2024 MOHHC Teacher Fellow

Amanda Stanford serves as an Instructional Coach in Hamilton County, TN. She supports K-5 teachers and students in all content areas throughout the school year. Her educational journey began with a B.S. in early childhood education, supplemented by a special education endorsement from the University of Tennessee at Chattanooga. She began her teaching career as a first grade teacher in 2014. During the summer of 2018, she collaborated with TN Department of Education to teach other teachers how to implement Three Dimensional Science in their classrooms. This experience allowed her to bring high-quality lessons to all students in her district and stirred in her a desire to serve on multiple curriculum committees for her school district. Driven by a passion for enhancing educational practices, she pursued further qualifications with a post-baccalaureate in instructional coaching and culminated her academic journey with a Master's in educational leadership, both from UTC. She was a proud member of the 22nd Leadership Fellows Cohort. Her commitment is rooted in ensuring every child has access to a high-quality education, firmly believing in the potential for all children to learn and succeed.



SCARLET SODERGREN

2024 MOHHC Summer Intern

Scarlet Sodergren is currently a Senior at the University of Alabama pursuing a degree in Public History. She has worked as an education intern at the National Medal of Honor Heritage Center, and currently works as an exhibits assistant at the Children's Hands on Museum of Tuscaloosa. She is also an editor for Red Rook Press, a student-run publishing house based out of the University of Alabama. Scarlet is particularly passionate about education and public programming and hopes to pursue a career in museum education.

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OPTIONAL CLASS ACTIVITY

BRANCHES OF THE MILITARY

FOCUS: How do the different branches of the military work together to protect our country?

Students will explore the roles of the Army, Navy, Air Force, Marines, Space Force, and Coast Guard in safeguarding the nation and how they work together to protect our country.

STANDARDS

K-2 Literacy standards: RL.KID.1, RL.KID.2, RL.KID.3, RL.RRTC.10, SL.CC.1, SL.CC.2

LESSON STEPS

- Launch: Ask students to name the branches of the United States Armed Forces to determine what they know.
- Have students watch this short video “Our Amazing Military! A Video for Children!” Video link: <https://www.youtube.com/watch?v=o2awQMjHIY> (6min 32sec) to introduce the United States Armed Forces.
 - Create a class chart of the information in this video. Pause the video after each branch to add information to the chart. This allows students to process the information in smaller chunks and modeling of writing skills as you make a collective chart. **Pause times: 0:57 Army, 1:22 Marines, 2:54 Navy, 3:50 Air Force, 4:41 Space Force, 5:50 Coast Guard**
- Use the U.S. Armed Forces riddle to check for understanding either during the video or afterwards.
- **Option A:** Students will solve puzzles to identify the branches, seal, year of establishment, and motto of the U. S. Armed Forces.
- **Option B:** Students will research a branch of the military and record their findings on the research document. Each student or student groups will create a model or display representing their chosen military branch, showcasing key elements such as uniforms, purpose, and symbols. These models will be presented to the class and displayed in a class or school exhibition.
- **Closure:** Students will either write or say their response to the following question: How do the different branches of the military work together to protect our country? If needed, show this 3-minute video “Armed Forces Day: Explaining the U.S. military branches for kids” by NBC that provides an overview of the military branches before students respond. Video link: <https://www.nbcnews.com/video/armed-forces-day-explaining-the-u-s-military-branches-for-kids-part-1-140504133753>

NOTES

- U.S. Armed Forces include the Army, Navy, Air Force, Space Force, Marines, and Coast Guard.
- For Option A, cardstock is recommended for printing puzzle pieces so they are sturdier as students will be handling them during the task.
- For Option B, consider what technology tools students are already familiar with if students are making a digital model or display.
- **Version 1 - U.S. Armed Forces Riddle**
Answer Key: Clue 1: The Army, Clue 2: The Air Force, Clue 3: The Navy, Clue 4: The Marine Corps, Clue 5: Coast Guard, Clue 6: The Space Force, Bonus: The Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard
- **Version 2 - U.S. Armed Forces Riddle**
Answer Key: 1. Army, 2. Navy, 3. Air Force, 4. Marine Corps, 5. Coast Guard, and 6. Space Force
- **Version 3 - U.S. Armed Forces Riddle**
Answer Key: 1. Space Force, 2. Air Force, 3. Navy, 4. Marine Corps, 5. Coast Guard, 6. Army

SUGGESTIONS

- For Option A, teachers can have students complete the puzzle independently or guided as the teacher talks through or shows video clips of each branch of the military.
- For Option B, students have a choice in creating a model whether it is a digital or physical model. Various technology tools can be used to create a model or display including Canva, Google Drawing, Kami, and Google Slides.

ENGAGEMENT TASK RESOURCES & MATERIALS NEEDED

ENGAGEMENT TASK RESOURCES

[Handout | U.S. Armed Forces Puzzle Pieces](#)

[Handout | Version 1 - U.S. Armed Forces Riddle](#)

[Handout | Version 2 - U.S. Armed Forces Riddle](#)

[Handout | Version 3 - U.S. Armed Forces Riddle](#)

[Handout | U.S. Armed Forces Research](#)

[Our amazing military! An educational video for children!](#) YouTube video by Clever Kids

[Armed Forces Day: Explaining the U.S. military branches for kids](#) video by NBC

MATERIALS NEEDED

Option A: Sets of U.S. Armed Forces puzzle pieces printed, cut, and mixed up in a bag or envelope

Option B: Printed copies of the research document

HANDOUT | U.S. ARMED FORCES PUZZLE PIECES

➔ **Directions:** Cut the puzzle pieces out, and put the pieces together to accurately represent each branch of the military.

**U.S.
Marines**



Motto:
"Semper Fidelis"
or
"Always Faithful"

Established:
November 10, 1775

U.S. Army



Motto:
"This We'll
Defend"

Established:
June 14, 1775

U.S. Navy



Motto:
"Honor, Courage,
Commitment"

Established:
October 13, 1775

U.S. Air Force



Motto:
"Aim High...
Fly-Fight-Win"

Established:
September 18, 1947

U.S. Space Force



**Motto:
"Always Above"**

**Established:
December 20, 2019**

U.S. Coast Guard



Motto:
"Always Ready"

Established:
January 28, 1915

HANDOUT | V1 U.S. ARMED FORCES RIDDLE

➡ **Directions:** Identify the branch of the U.S. Armed Forces based on the clue.

Clue 1: I fight on land, the largest and the first. My colors are strong, red, white, and burst. What am I?

Clue 1 Answer:

Clue 2: I soar through the skies, with wings of might. Delivering freedom, both day and night. What am I?

Clue 2 Answer:

Clue 3: Guardians of the sea, with ships that roam. Patrolling the oceans, making them our home. What am I?

Clue 3 Answer:

Clue 4: Beachhead assault, my specialty and core. Semper Fi is my motto, forevermore. What am I?

Clue 4 Answer:

Clue 5: Protecting our shores, where water meets land. Search and rescue, a helping hand. What am I?

Clue 5 Answer:

Clue 6: The newest on the block, but reaching for the stars. Space is the domain, never too far. What am I?

Clue 6 Answer:

Bonus: Can you name all six branches together?

Bonus Answer:

HANDOUT | V2 U.S. ARMED FORCES RIDDLE

➔ **Directions:** Identify the branch of the U.S. Armed Forces based on the clue.

1. What am I?

I fight on land, the first line strong,
Infantry boots where battles throng.

Answer: _____

2. What am I?

I sail the seas, a mighty fleet,
Protecting shores, a salty feat.

Answer: _____

3. What am I?

I soar the skies, with wings so grand,
Defending freedom across the land.

Answer: _____

4. What am I?

By land and sea, I'm ever bold,
First to fight, a story told.

Answer: _____

5. What am I?

Guardian of shores, where waters meet,
Keeping safe, from danger's fleet.

Answer: _____

6. What am I?

Beyond the blue, my watch I keep,
Defending freedom in the cosmic deep.

Answer: _____

HANDOUT | V3 U.S. ARMED FORCES RIDDLE

➔ **Directions:** Identify the branch of the U.S. Armed Forces based on the clue.

1. The newest branch, with vision grand, reaching for stars, in twenty-nineteen I stand. "Semper Supra," my motto bold, **Always Above**, a story told.

2. Taking flight in nineteen forty-seven's year, **Aim High... Fly-Fight-Win**, my mission clear. Soaring above, a watchful eye, defending freedom, reaching for the sky.

3. Since seventeen seventy-five, I sail the seas, a mighty fleet, where freedom finds its ease. **Honor, Courage, and Commitment**, my guiding light, the spirit strong, through day and night.

4. **Semper Fidelis**, ever bold, a legacy forged since seventeen seventy-five, untold. First to fight, a loyal band, defending freedom across the land.

5. Protecting shores where water meets the land, founded in seventeen ninety, a watchful hand. **Always Ready**, ever prepared to face the tide, safety's might, in whom all can confide.

6. Born in revolution's fire, seventeen seventy-five, my promise echoes: "This **We'll Defend** and keep alive." The first line strong, on land I stand, a nation's might, for freedom's hand.

HANDOUT | U.S. ARMED FORCES RESEARCH

➔ **Directions:** Create a model representing your chosen military branch, showcasing key elements such as uniforms, purpose, and symbols.

Research options:

[U.S. Department of Defense - About Our Forces](#)

[USO - How Many Military Branches Are There and What Does Each Branch Do?](#)

[Kiddle - Military of the United States facts for kids](#)

[YouTube - My 1st Book of Military Superheroes Read Aloud Kid's Book](#)

What branch of the U.S. Armed Forces?	When was it established?	What purpose does it serve?
What is its motto?	What is its official seal?	What does its uniform look like?



CLASS ACTIVITY 1

MEDAL OF HONOR (PAGES 3-4) | VALOR

FOCUS: How does valor connect to the Medal of Honor?

Students will listen to a portion of *The Making of a Hero* (pp. 3-4), learn about **valor**, and discuss its meaning. They will practice writing words that are synonymous with the word **valor**. They will then consider what bravery and courage look like in their own lives. Older students are given the opportunity to write an opinion piece.

STANDARDS

- K-2 Literacy standards: RL.KID.1, RL.KID.2, RL.KID.3, RL.RRTC.10, SL.CC.1, SL.CC.2
- K.11 Give examples of the following concepts: authority, fairness, responsibility, and rules.
- K.ETW.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- S1.2 Describe objects accurately by drawing and/or labeling pictures.
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LESSON STEPS

- Read **pages 3-4** of the book to students, pausing at the word valor. (See notes for definition.)
- **Ask students these questions:**
 - What does the teacher in the story say another word for valor is?
 - Can you think of a time when you had to do something brave? Would you like to share about your courageous moment with the class?
- Inform students they will explore several true stories where men and one woman chose to act with valor. They chose to do the courageous and hard act even in the midst of fear.
- Explain to students all of the real-life heroes they will learn about in the story are people who have shown extreme valor, which does not mean they never felt fear. Explain to students they chose to be brave in difficult and dangerous situations.
- Inform students they will practice writing vocabulary words that are synonymous/words that mean the same or are similar to the word valor.

LESSON STEPS CONTINUED

- Distribute the [Valor Synonyms Handout](#) to students, and review the directions. **Directions:** Use the word bank to list other words that mean the same or are similar to valor. Color the word VALOR in a big bold color of your choosing.
- Inform students they will now draw a visual of their BIG courageous moment they identified earlier.
- Distribute the [My BIG Courageous Moment Handout](#) to students, and review the directions. **Directions:** Think about a time when you were really brave and did something courageous. Draw a picture of your BIG moment!

NOTES

- The Medal of Honor is the highest award given to a member of our armed forces.
 - Refer back to the Optional Class Activity: Branches of the Military
- The Medal of Honor is our nation's highest military award for valor.
- Valor Definition: great courage in the face of danger, especially in battle

SUGGESTIONS

- Consider having younger students work in pairs to complete the Valor Synonyms Handout.
- Consider hanging students' My BIG Courageous Moment Handouts on the wall and having students participate in a gallery walk. Provide students with post-it notes to write nice comments to classmates as they view their BIG courageous moments.
- For 2nd grade students, consider incorporating opinion writing, and have them write an opinion piece. Have them research someone who demonstrates valor. Have them list reasons why to support their opinion.
 - For pre-writing, the [Oreo Graphic Organizer](#) could be utilized.

ENGAGEMENT TASK RESOURCES & MATERIALS NEEDED

ENGAGEMENT TASK RESOURCES

[Handout | Valor Synonyms](#)

[Handout | My BIG Courageous Moment](#)

[Handout | Oreo Opinion Writing Handout](#)

MATERIALS NEEDED

Crayons, pencils, and colored pencils, 2nd grade - Device and student handout

Research Links

[U.S. Department of Defense - About Our Forces](#)

[USO - How Many Military Branches Are There and What Does Each Branch Do?](#)

[Kiddle - Military of the United States facts for kids](#)

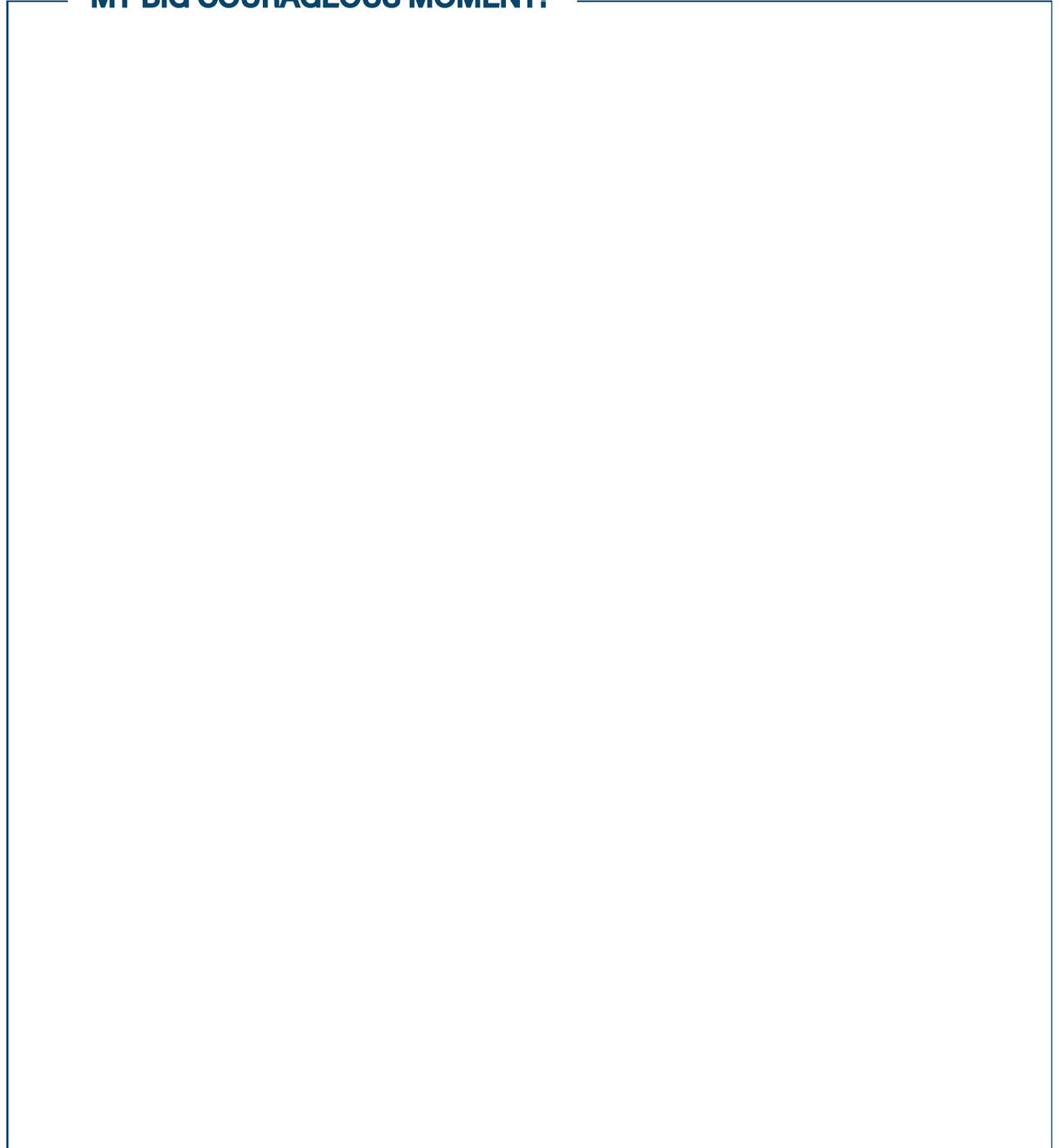
[YouTube - My 1st Book of Military Superheroes Read Aloud Kid's Book](#)

HANDOUT | MY BIG COURAGEOUS MOMENT

➔ Name: _____

➔ **Directions:** Think about a time when you were really brave and did something courageous.
Draw a picture of your BIG courageous moment!

MY BIG COURAGEOUS MOMENT!

A large, empty rectangular box with a thin blue border, intended for drawing a picture of a courageous moment.

HANDOUT | OREO GRAPHIC ORGANIZER

➔ Name: _____

➔ Directions: Use this outline to write your opinion piece.

Paragraph Writing Structure

Topic Sentence: State Your Opinion

Reason 1

Reason 2

Reason 3

Conclusion: Restate Your Opinion

ARTHUR MACARTHUR

THE BOY COLONEL

"On Wisconsin!"

CITATION

Seized the colors of his regiment at a critical moment and planted them on the captured works on the crest of Missionary Ridge.

WHO WAS HE?

Arthur MacArthur was born near Springfield, Massachusetts, in 1845. The family moved to Wisconsin when he was a child where his father became a prominent lawyer and judge. Young Arthur sought the excitement of army life. In early 1862, less than a year into the Civil War, his father secured the then seventeen-year-old a second lieutenant's commission in the 24th Wisconsin Volunteer Infantry. The teenage officer fought in almost all of his regiment's major engagements, earning a reputation for gallantry.

On November 25, 1863, the 24th Wisconsin held the center of the line at the base of the formidable Missionary Ridge in Chattanooga, TN. Late in the morning, they were ordered forward, tasked with seizing the Confederate rifle pits at the base of the ridge. The men quickly overran the position, exposing the soldiers to fire from the Confederate positions above. In response, the regiment, along with others, charged up the hill in an attempt to capture the crest.

As they ascended Missionary Ridge, the 24th Wisconsin's flag bearers were killed. Arthur MacArthur grabbed the colors and urged the men forward—shouting, "On Wisconsin!"



MOH Recipient, Arthur MacArthur

Wounded twice in the charge, he planted the flag in the middle of the Confederate defensive fortifications. For his action, he was awarded the Medal of Honor. By the end of the war, this and other conspicuous actions earned MacArthur promotions. He was known nationally as "The Boy Colonel."

After the war, MacArthur re-enlisted in the Army and was stationed on the frontier. Then, in 1898, he was sent to the Philippines as the American military commander during the Spanish American War. Upon returning to the States, he retired from the Army as a three-star general in 1909. Three years later, he collapsed and died at a regimental reunion in Milwaukee, Wisconsin. MacArthur's son, Douglas, was awarded the Medal of Honor for his actions in World War II, one of only two father-son Recipients. —National Medal of Honor Heritage Center



National Medal of Honor Heritage Center



CLASS ACTIVITY 2

ARTHUR MACARTHUR (PAGES 5-7) | PATRIOTISM

FOCUS: How did Arthur MacArthur demonstrate patriotism during the Civil War?

Students will learn about the meaning of **patriotism** and how a figure in history showed this characteristic. Students will then explain how they can show **patriotism** in their daily lives. Depending on grade level, students will be given a chance to identify a way they can make their country better and make it a goal. They will then identify three steps they will take to accomplish their goal.

STANDARDS

K-2 Literacy standards: RL.KID.1, RL.KID.2, RL.KID.3, RL.RRTC.10, SL.CC.1, SL.CC.2

LESSON STEPS

- Teach students the character value motion for **patriotism**: salute. (See the [Character Value Hand Motions Overview](#)) Model this for students, and then have them practice the motion.
- Remind students they will be learning about heroes who displayed different values in their lives.
- Read the top line on **page 5** to students.
 - **Ask students this question:** Who knows what the word patriotism means?
 - Allow students time to think about the word's meaning and to share out a few ideas.
- Inform students they will be learning what patriotism means and will hear a story about someone who showed patriotism.
- Read **page 5** to students.
 - Remind students the pledge is often said at school.
 - **Ask students this question:** Does anyone know anywhere else the pledge is might be said? (meetings, Veterans Day events, etc.)
- Read **pages 6-7** to students.
 - **Ask students the following questions:** How did Arthur MacArthur show patriotism? How would his action lift the spirits of the other soldiers?
 - Allow students the opportunity to share their thinking and hear other students share their thoughts.

LESSON STEPS CONTINUED

- Inform students they will create their own flag and attach a wooden stick for the flag handle.
 - Begin by having students color their flag with the correct colors. This is a good time to remind them of why there are 50 stars (each state represented) and why the flag has 13 stripes (one for each of the original colonies). Once they have colored the flag correctly, they will cut out the flag and then attach it to a stick with glue. Once it has dried, they will have a completed flag. Students may choose to personalize their popsicle stick with additional graphics provided.
- **Additional Activity Option 1:**
 - Distribute the What Patriotism Means Handout, and review the directions with students.
 - **Directions:** In the boxes below, write or draw what patriotism means. Think about how you can show patriotism at school or in your community. Write or draw how you can show patriotism!
 - This is an opportunity to differentiate based on the needs and skills in your classroom. Some students may be able to write more to express their understanding while others may need to use drawing and picture labeling.
- **Additional Activity Option 2: (older students)**
 - Distribute the Charging the Ridge Handout, and review the directions with students.
 - **Directions:** Think about how you can personally work to make our country better. Identify a way you can make our country better, and make it your goal. Identify the actions you will take to charge the “ridge” towards your goal!
 - Example goals: Be kind; Be a good listener; Respect others; etc.
 - Example actions: Help a classmate; Don’t talk when my teacher is talking; Don’t break things that aren’t mine; etc.

NOTES

- Patriotism: Devoting our loyalty and love to our country, including working to make it better
- You may need to explain to students what a steep ridge is so they understand the importance of carrying this flag up the steep ridge. (Definition: a steep ridge is a long narrow landform that has steep sides on the surrounding terrain dropping off from the narrow landform.)

SUGGESTIONS

- Students may not have the visual to understand how brave one would be to run up a steep ridge during war. You may need to lean into the illustrations to ensure students understand.
- Patriotism may be hard to understand, and students may need more examples or refer back to the text on page 5 for the definition of patriotism.
- Students may need to draw or write in order to show their understanding of patriotism.

ENGAGEMENT TASK RESOURCES & MATERIALS NEEDED

ENGAGEMENT TASK RESOURCES

[Handout | American Flag](#)

[Handout | What Patriotism Means](#)

[Handout | Charging the Ridge](#)

MATERIALS NEEDED

Student handouts

Pencil

Wooden stick for flag handle

Crayons or markers to complete flag design

CHARACTER VALUE HAND MOTIONS

Directions: Use this document as a guide for hand motions that align with the Medal of Honor character values.

Arthur MacArthur (pp. 5-7)

- Character Value focus: Patriotism
- Character Value definition: Devoting our loyalty and love to our country, including working to make it better
- Character Value motion: Salute
- Reflection Question: How can we work to make our country better?

George Jordan (pp. 9-11)

- Character Value focus: Citizenship
- Character Value definition: Actively participating in our democracy and in our community
- Character Value motion: Hand over heart
- Reflection Question: How can you show citizenship? How can you better our community?

Alvin York (pp. 14-15)

- Character Value focus: Courage
- Character Value definition: Persevering in worthy endeavors despite fear
- Character Value motion: Strong arms
- Reflection Question: How can you show courage at home and at school?

Desmond Doss (pp. 16-19)

- Character Value focus: Integrity
- Character Value definition: Being honest, keeping our word, and doing what is right, even when no one is watching
- Character Value motion: One hand up (like pledging under oath)
- Reflection Questions: Why is it important to tell the truth? Why is it important to do what we say we will do?

Ray Duke (pp. 20-23)

- Character Value focus: Sacrifice
- Character Value definition: Giving of ourselves in the service of others
- Character Value motion: Hands held out
- Reflection Questions: How can we give to others? How can we serve others—our parents, neighbors, grandparents, friends, etc.?

Dr. Mary Walker (pp. 25-27)

- Character Value focus: Commitment
- Character Value definition: Devoting time, energy, or resources to causes in which we believe
- Character Value motion: Handshake
- Reflection Questions: How can you show commitment? What are you going to be committed to doing at home, school, etc.?

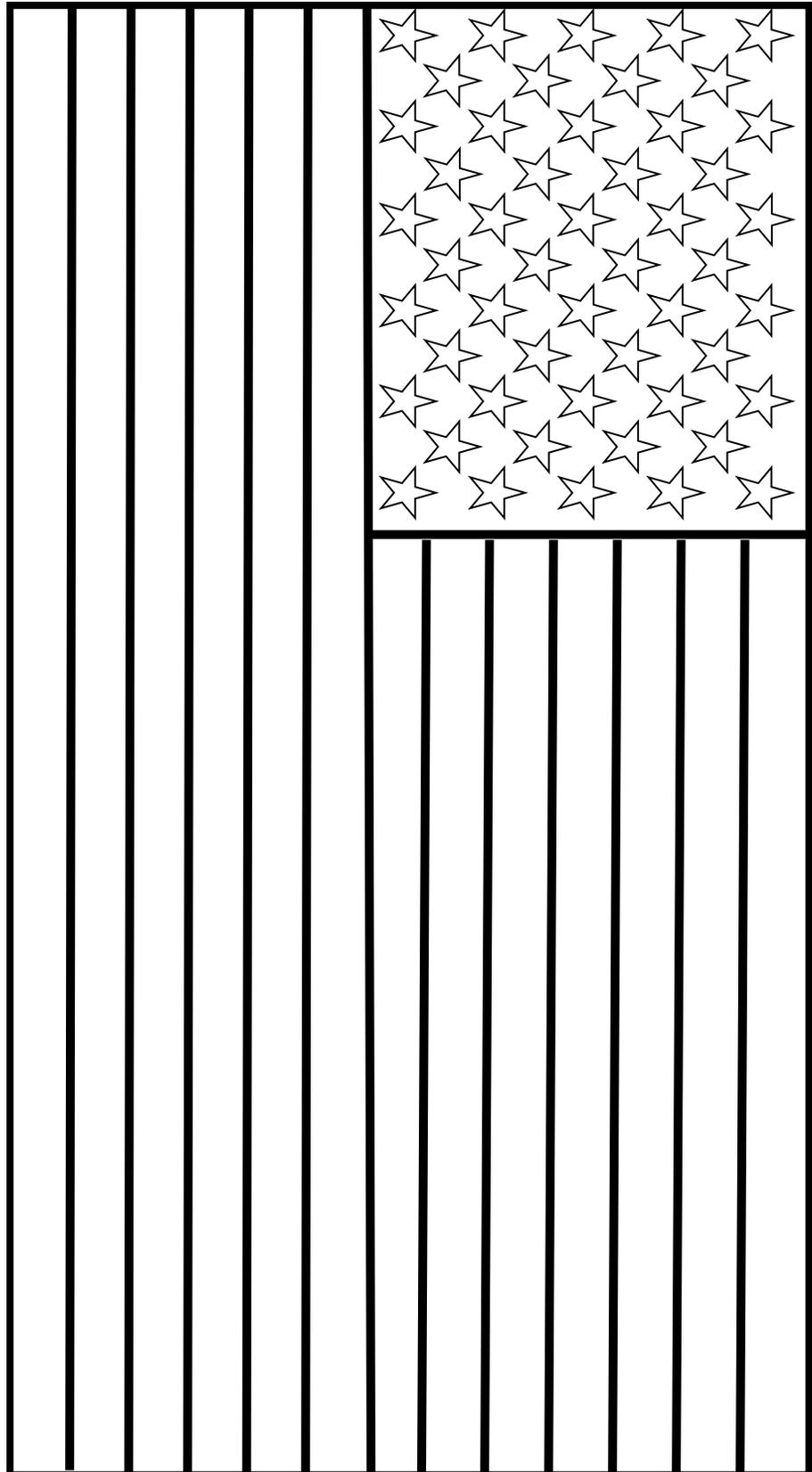
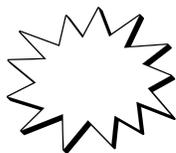
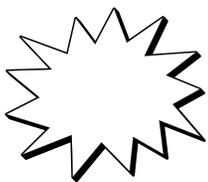
HANDOUT | AMERICAN FLAG

➔ Name: _____

➔ **Directions:** Color your American flag red, white, and blue! Cut out your American flag, and glue it to a popsicle stick. Personalize your popsicle stick with colors and more graphics!

Extra Decorations

Personalize your
popsicle stick!



HANDOUT | WHAT PATRIOTISM MEANS

➔ **Name:** _____

➔ **Directions:** In the boxes below, write or draw what patriotism means. Think about how you can show patriotism at school or in your community. Write or draw how you can show patriotism!

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

Patriotism means... _____

I can show patriotism by... _____

HANDOUT | CHARGING THE RIDGE

➔ **Name:** _____

➔ **Directions:** Think about how you can personally work to make our country better. Identify a way you can make our country better, and make it your goal. Identify the actions you will take to charge the "ridge" towards your goal!

THE RIDGE TO COURAGEOUSLY CHARGE!

I can make my country better by...



GEORGE JORDAN

A BUFFALO SOLDIER



National Medal of Honor Heritage Center

"The captain...told me that it would be impossible for me to get through with the small body of men I had and advised me to return to the regiment. I replied that my orders were to go through and that I intended to do so, notwithstanding the fact that large bodies of hostiles were still roaming about outside..."

CITATION

While commanding a detachment of 25 men at Fort Tularosa, N. Mex., repulsed a force of more than 100 Indians. At Carrizo Canyon, N. Mex., while commanding the right of a detachment of 19 men, 12 August 1881, he stubbornly held his ground in an extremely exposed position and gallantly forced back a much superior number of the enemy, preventing them from surrounding the command.

WHO WAS HE?

George Jordan was born into slavery in 1847 in Williamson County, Tennessee. He enlisted in the Army in December 1866 and was an original member of the 38th Infantry. He transferred to Troop K, 9th Cavalry in 1870. These troopers became known as the famous "Buffalo Soldiers." By 1879, he had risen to the rank of sergeant.

In 1879, Jordan was involved in Victorio's War, so named for the Apache leader who commanded a group of warriors on raiding expeditions. Conflicts of this type consisted of hit-and-run attacks followed by cavalry pursuit across vast distances. In May 1880, Jordan was heading a detachment of twenty-five troopers in what is now New Mexico when he learned that Victorio's band would be raiding nearby towns. He quickly gathered the residents at Fort Tularosa into the old fortification and began preparing for Victorio's attack. On May 14, the Apaches arrived. Jordan not only organized the defense but also kept the enemy from scattering his horses. He and his men



MOH Recipient, George Jordan

successfully drove Victorio away. Jordan later stated that the action was "short but exciting," adding the "townspeople congratulated us for having repulsed a band of more than 100 [attackers]."

George Jordan was awarded the Medal of Honor on May 7, 1890. He remained in the Army, earning other commendations, before retiring at Fort Robinson, Nebraska, in 1896. He moved to Crawford, Nebraska, and took up farming. In 1904, he died from kidney disease after the Fort Robinson medical facility denied him admission. The entire fort turned out for his funeral, and Jordan was buried with full military honors. The Fort Robinson Hospital's inaction brought national rebuke from the Surgeon General regarding the medical treatment of retired veterans. Jordan's personal effects, including his Medal, were placed in a barrel by his friends and left for the Army to give to his next of kin. Around 1909 a nearby ranch manager's widow bought the barrel at auction for one dollar. —National Medal of Honor Heritage Center



CLASS ACTIVITY 3

GEORGE JORDAN (PAGES 8-11) | CITIZENSHIP

FOCUS: How did George Jordan demonstrate citizenship during his life?

Students will explain what **citizenship** is and why it is an important value to possess. Students will learn about a historic figure who displayed **citizenship** despite being treated unfairly. Students will practice sequencing events utilizing George Jordan's story.

STANDARDS

K-2 Literacy standards: RL.KID.1, RL.KID.2, RL.KID.3, RL.RRTC.10, SL.CC.1, SL.CC.2, SL.PK.4

LESSON STEPS

- Teach students the character value motion for citizenship: hand over heart. (See the [Character Value Hand Motions Overview](#)) Model this for students, and then have them practice the motion.
- Read **pages 8-9** to students.
 - Ask students what they think citizenship means?
- Explain to students they will learn about a man who showed citizenship even though he was treated unfairly.
- Read **pages 10-11** to students.
 - Ask students the following questions, and allow them time to share out:
 - How were George Jordan and his men treated differently?
 - Why is this unfair?
 - How did George Jordan show citizenship?
 - What are some examples of ways to show citizenship today?
 - Do you know anyone who shows this value?
- Inform students they will complete a sequence of events activity based on George Jordan's story.
- Provide students with the [Sequence of Events Handout](#). **Directions:** Can you organize George Jordan's story in the order it occurred? Draw a picture to illustrate each scene. Describe who he was and what he did to receive the Medal of Honor!

NOTES

- Citizenship: Actively participating in our democracy and in our community
- Students may not understand or have knowledge that segregation occurred in the military too. During this time period, the military would have separate troop units, housing, and were often led by white men. Some formerly enslaved men joined the units to fight in the war. Military segregation was ended in 1948 by President Truman.

SUGGESTIONS

- Depending on the grade level, students may only be able to draw pictures. While this activity may be completed independently, it is suggested, especially for younger grades, the written portion of this activity be completed as a whole group.
- It may also be helpful to reread George Jordan's story to the class.

ENGAGEMENT TASK RESOURCES & MATERIALS NEEDED

ENGAGEMENT TASK RESOURCE

[Handout](#) | [Sequence of Events](#)

MATERIALS NEEDED

Pencils, crayons or colored pencils

CHARACTER VALUE HAND MOTIONS

Directions: Use this document as a guide for hand motions that align with the Medal of Honor character values.

Arthur MacArthur (pp. 5-7)

- Character Value focus: Patriotism
- Character Value definition: Devoting our loyalty and love to our country, including working to make it better
- Character Value motion: Salute
- Reflection Question: How can we work to make our country better?

George Jordan (pp. 9-11)

- Character Value focus: Citizenship
- Character Value definition: Actively participating in our democracy and in our community
- Character Value motion: Hand over heart
- Reflection Question: How can you show citizenship? How can you better our community?

Alvin York (pp. 14-15)

- Character Value focus: Courage
- Character Value definition: Persevering in worthy endeavors despite fear
- Character Value motion: Strong arms
- Reflection Question: How can you show courage at home and at school?

Desmond Doss (pp. 16-19)

- Character Value focus: Integrity
- Character Value definition: Being honest, keeping our word, and doing what is right, even when no one is watching
- Character Value motion: One hand up (like pledging under oath)
- Reflection Questions: Why is it important to tell the truth? Why is it important to do what we say we will do?

Ray Duke (pp. 20-23)

- Character Value focus: Sacrifice
- Character Value definition: Giving of ourselves in the service of others
- Character Value motion: Hands held out
- Reflection Questions: How can we give to others? How can we serve others—our parents, neighbors, grandparents, friends, etc.?

Dr. Mary Walker (pp. 25-27)

- Character Value focus: Commitment
- Character Value definition: Devoting time, energy, or resources to causes in which we believe
- Character Value motion: Handshake
- Reflection Questions: How can you show commitment? What are you going to be committed to doing at home, school, etc.?

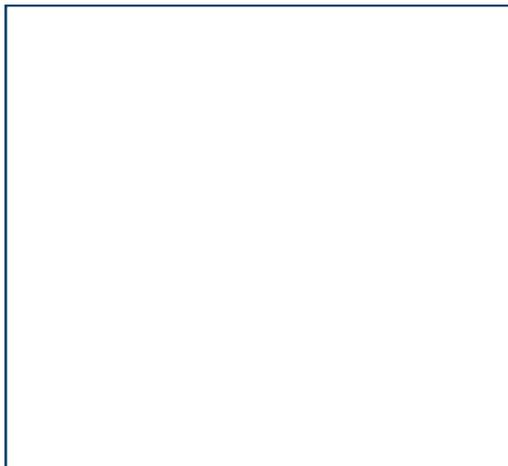
HANDOUT | SEQUENCE OF EVENTS

➔ **Name:** _____

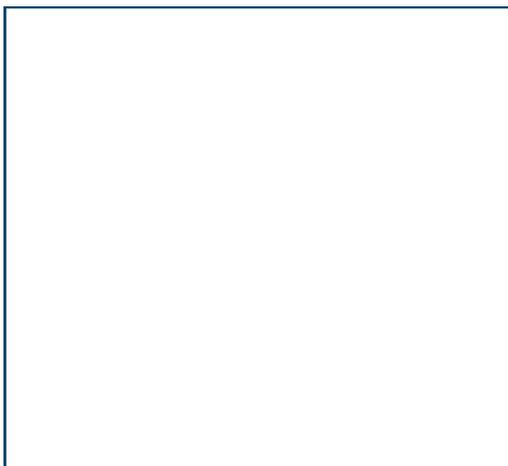
➔ **Directions:** Can you organize George Jordan's story in the order it occurred? Draw a picture to illustrate each scene. Describe who he was and what he did to receive the Medal of Honor!



First,



Next,



Finally,

ALVIN YORK

"SERGEANT YORK"

"I was giving them the best I had."

CITATION

After his platoon had suffered heavy casualties and three other noncommissioned officers had become casualties, Cpl. York assumed command. Fearlessly leading seven men, he charged with great daring a machine-gun nest which was pouring deadly and incessant fire upon his platoon. In his heroic feat the machine-gun nest was taken, together with four officers and 128 men and several guns.

WHO WAS HE?

Alvin C. York was born December 13, 1887, in rural Fentress County, Tennessee. He grew up on a farm as one of eleven children. York had little education but became an excellent hunter to help support the family. However, he was also a drinker and ruffian. In 1914 his best friend, Everett Delk, was killed in a barfight. Stunned by the loss, York converted to the Church of Christ in Christian Union.

Because of his religious conversion, York opposed killing and declared himself a conscientious objector in 1917. He wrote on his draft card, "Don't want to fight." The local draft board rejected his application, forcing York into the Army, where he was assigned to Company G, 2nd Battalion, 328th Infantry Regiment, 82nd Division. His fellow draftees in the unit stigmatized York as a coward, but his company and battalion commanders helped him reconcile his faith with military service.

On October 8, 1918, 2nd Battalion was assigned to cut a German rail supply line. A squad of seventeen men, including York, were sent to flank the enemy's position.

Overrunning the German lines due to heavy fog, the unit came under machine gun fire. Six in his squad were killed, including the ranking officer. Pinned down, York took command, using his experience as a hunter to pick off the enemy gunners. Unable to stop York, the Germans left their position and charged the Americans. Once again, he employed his skills as a marksman, killing over 20 Germans before they surrendered. He and his surviving companions also took 132 prisoners.

Always conscious of his lack of education, York established a school in his hometown when he returned from the war. During the late 1930s, he warned the country of the danger posed by Germany and the rise of fascism. An award-winning motion picture was produced about his experience in WWI titled "Sergeant York." York died in 1964 and is buried in his hometown of Pall Mall, Tennessee. —National Medal of Honor Heritage Center



National Medal of Honor Heritage Center



MOH Recipient, Alvin York



CLASS ACTIVITY 4

ALVIN YORK (PAGES 12-15) | COURAGE

FOCUS: How did Alvin York demonstrate courage during World War I?

Students will be introduced to the story of Alvin York to better understand the Medal of Honor character value **courage**. Students will complete a 5 W's chart and a map activity to demonstrate understanding of the story and significant locations.

STANDARDS

- K-2 Literacy standards: RL.KID.1, RL.KID.2, RL.KID.3, RL.RRTC.10, SL.CC.1, SL.CC.2
- 2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

LESSON STEPS

- Teach students the character value motion of courage: strong arms. (See the [Character Value Hand Motions Overview](#)) Model this for students, and then have them practice the motion.
- Explain to students this activity will focus on courage, and when they hear the word courage, they will make the motion for strong arms.
- To establish an understanding of the value of courage, **ask students these questions:** What does the word courage mean? How does someone show courage? Allow a few minutes for discussion. End the discussion by modeling how to find the word courage and its meaning in the dictionary (physical or digital). Add that the National Medal of Honor Heritage Center cites the following definition for courage: Persevering in worthy endeavors despite fear.
- Share with students another definition for courage is making good choices in the face of fear or obstacles. It is another term for bravery. Remind students bravery doesn't mean fearlessness. It means we do not let fear hold us back from exploring new opportunities or doing what is right.
- Restate the question to check for new understanding: Now that we know the definition, what does the word courage mean, and how do you think someone shows courage? Allow a few minutes for discussion.
- Inform students they will be learning about Sergeant Alvin York, and share with them he was someone who showed courage.
- Read **pages 12-15** to the class.

LESSON STEPS CONTINUED

- As a whole group, ask students to verbalize what happened in the story.
- Distribute the [The FIVE W's of Alvin York Handout](#), glue sticks, and scissors to students. Read the directions to students. **Directions:** What do you know about Medal of Honor Recipient Alvin York? Cut out the graphics below, and paste them in the correct box. (See suggestions for additional information.)
- Inform students they will complete a map activity to better visualize Alvin York's journey to France during WWI.
- Distribute the [Where was Alvin York? Handout](#), and read the directions to students. **Directions:** Follow the directions below to locate where Alvin York grew up and where he served. (See suggestions for additional information.)
- Close the lesson with a think/pair/share activity where they turn to a partner and share what they learned about Alvin York and courage. Have a few students share out to conclude the activity.

NOTES

- **Courage:** Persevering in worthy endeavors despite fear; making good choices in the face of fear or obstacles. It is another term for bravery. Reminder: bravery doesn't mean fearlessness. It means we do not let fear hold us back from exploring new opportunities or doing what is right.
- **Sergeant Alvin York Day is October 8th. This would be a good day to recognize York school-wide.**

SUGGESTIONS

- For The FIVE W's of Alvin York Handout, it is suggested each W description be read to young learners and the class work together on identifying the correct graphic for each W. Students can also work in pairs.
- For the Where Was Alvin York? Handout, it is suggested the prompts be read to young learners and the class work together on identifying locations.

ENGAGEMENT TASK RESOURCES & MATERIALS NEEDED

ENGAGEMENT TASK RESOURCES

[Handout | The FIVE Ws](#)

[Handout | Where Was Alvin York?](#)

MATERIALS NEEDED

Dictionary, glue sticks, scissors, and student handouts

CHARACTER VALUE HAND MOTIONS

Directions: Use this document as a guide for hand motions that align with the Medal of Honor character values.

Arthur MacArthur (pp. 5-7)

- Character Value focus: Patriotism
- Character Value definition: Devoting our loyalty and love to our country, including working to make it better
- Character Value motion: Salute
- Reflection Question: How can we work to make our country better?

George Jordan (pp. 9-11)

- Character Value focus: Citizenship
- Character Value definition: Actively participating in our democracy and in our community
- Character Value motion: Hand over heart
- Reflection Question: How can you show citizenship? How can you better our community?

Alvin York (pp. 14-15)

- Character Value focus: Courage
- Character Value definition: Persevering in worthy endeavors despite fear
- Character Value motion: Strong arms
- Reflection Question: How can you show courage at home and at school?

Desmond Doss (pp. 16-19)

- Character Value focus: Integrity
- Character Value definition: Being honest, keeping our word, and doing what is right, even when no one is watching
- Character Value motion: One hand up (like pledging under oath)
- Reflection Questions: Why is it important to tell the truth? Why is it important to do what we say we will do?

Ray Duke (pp. 20-23)

- Character Value focus: Sacrifice
- Character Value definition: Giving of ourselves in the service of others
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- Reflection Questions: How can we give to others? How can we serve others—our parents, neighbors, grandparents, friends, etc.?

Dr. Mary Walker (pp. 25-27)

- Character Value focus: Commitment
- Character Value definition: Devoting time, energy, or resources to causes in which we believe
- Character Value motion: Handshake
- Reflection Questions: How can you show commitment? What are you going to be committed to doing at home, school, etc.?

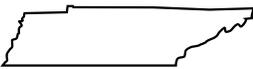
HANDOUT | THE FIVE W'S OF ALVIN YORK

➔ **Name:** _____

➔ **Directions:** What do you know about Medal of Honor Recipient Alvin York? Cut out the graphics below, and paste them in the correct box.

	<p><u>WHO</u> am I? My name is Alvin York, and I was born in 1887.</p>
	<p><u>WHERE</u> did I grow up? I grew up in a rural place called Pall Mall in Fentress County, Tennessee.</p>
	<p><u>WHEN</u> did I serve in France? I became a soldier and was sent to Europe. I served in France during World War I in 1918.</p>
	<p><u>WHAT</u> did I do to receive the Medal of Honor? I charged the German line under enemy fire and ordered over 130 German soldiers to surrender.</p>
	<p><u>WHY</u> am I remembered today? My actions were considered courageous and above and beyond what was expected of me as a soldier.</p>



World War I 1918		
		



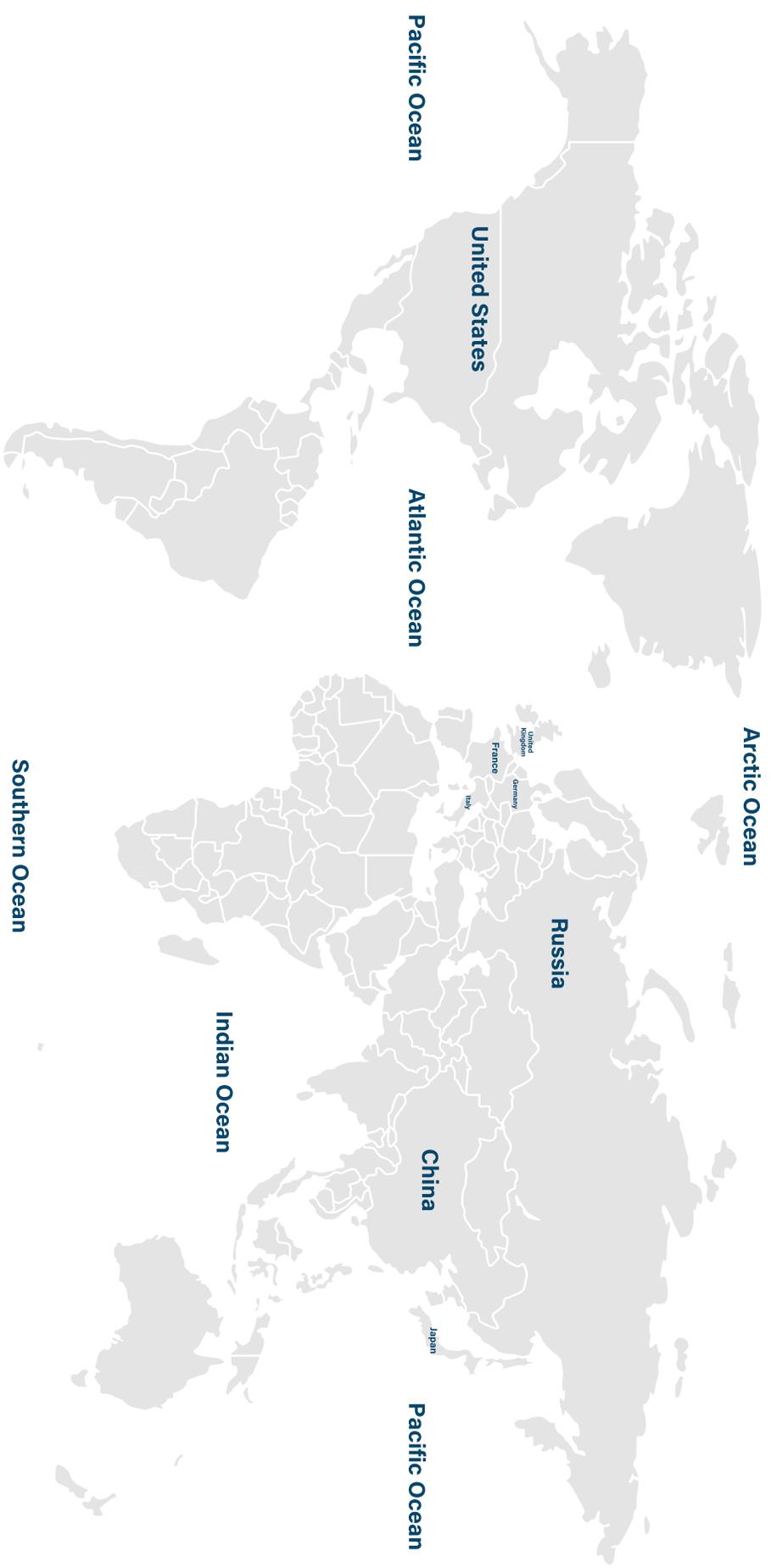
Cut these out, and paste them in the correct box!

2. Alvin York served in France during the First World War.

- Locate France on the World Map, and circle it.
- Draw an X where you think Tennessee is on the map.
- Draw a line from your X to France to show Alvin York's path to France.

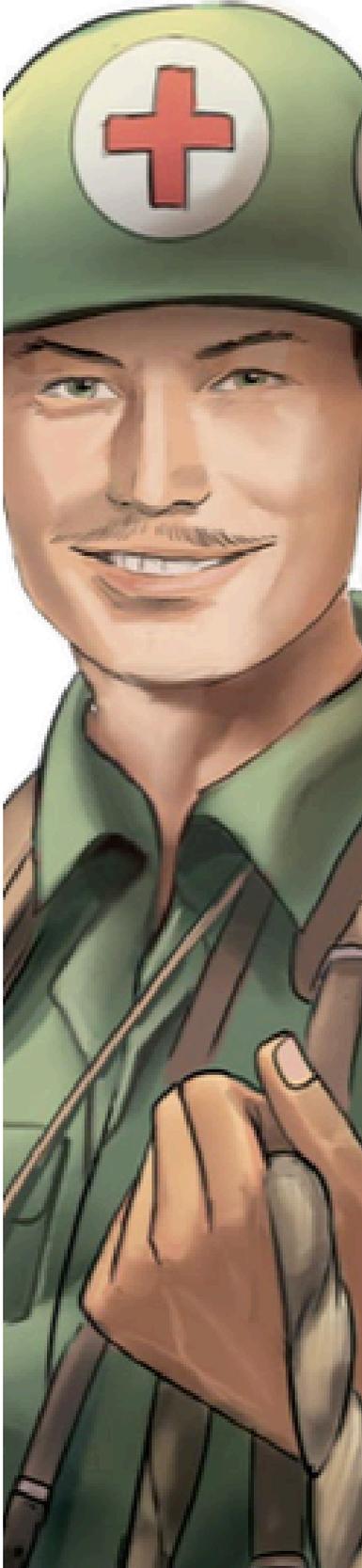
• Which ocean did he cross to arrive in France? _____

World Map



DESMOND DOSS

HERO WITHOUT A GUN



National Medal of Honor Heritage Center

"Lord, please help me get one more."

CITATION

He was a company aidman when the 1st Battalion assaulted a jagged escarpment 400 feet high. As our troops gained the summit, a heavy concentration of artillery, mortar, and machine-gun fire crashed into them, inflicting approximately 75 casualties and driving the others back. Pfc. Doss refused to seek cover and remained in the fire-swept area with the many stricken, carrying them one by one to the edge of the escarpment and there lowering them on a rope-supported litter down the face of a cliff to friendly hands. On 2 May, he exposed himself to heavy rifle and mortar fire in rescuing a wounded man 200 yards forward of the lines on the same escarpment; and two days later he treated four men who had been cut down while assaulting a strongly defended cave, advancing through a shower of grenades to within eight yards of enemy forces in a cave's mouth, where he dressed his comrades' wounds before making four separate trips under fire to evacuate them to safety. On 5 May, he unhesitatingly braved enemy shelling and small-arms fire to assist an artillery officer. He applied bandages, moved his patient to a spot that offered protection from small-arms fire, and, while artillery and mortar shells fell close by, painstakingly administered plasma. Later that day, when an American was severely wounded by fire from a cave, Pfc. Doss crawled to him where he had fallen 25 feet from the enemy position, rendered aid, and carried him 100 yards to safety while continually exposed to enemy fire. On 21 May, in a night attack on high ground near Shuri, he remained in exposed territory while the rest of his company took cover, fearlessly risking the chance that he would be mistaken for an infiltrating Japanese and giving aid to the injured until he was himself seriously wounded in the legs by the explosion of a grenade. Rather than call another aidman from cover, he cared for his own injuries and waited five hours before litter bearers reached him and started carrying him to cover. The trio was caught in an enemy tank attack and Pfc. Doss, seeing a more critically wounded man nearby, crawled off the litter and directed the bearers to give their first attention to the other man. Awaiting the litter bearers' return, he was again struck, this time suffering a compound fracture of one arm. With magnificent fortitude he bound a rifle stock to his shattered arm as a splint and then crawled 300 yards over rough terrain to the aid station. Through his outstanding bravery and unflinching determination in the face of desperately dangerous conditions Pfc. Doss saved the lives of many soldiers. His name became a symbol throughout the 77th Infantry Division for outstanding gallantry far above and beyond the call of duty.

WHO WAS HE?

Desmond Doss was born February 7, 1919, in Lynchburg, Virginia. His father, William Thomas Doss, was a carpenter and a World War I veteran who suffered from alcoholism. His mother, Bertha Edward Doss, was a homemaker and shoe factory worker.

Raised a Seventh Day Adventist, he believed in non-violence, which clashed on occasion with his father, who could be violent. Doss hid his father's gun after one incident. He vowed never to carry a weapon.

He is buried in the Chattanooga National Cemetery. —National Medal of Honor Heritage Center



MOH Recipient, Desmond Doss



CLASS ACTIVITY 5

DESMOND DOSS (PAGES 16-19) | INTEGRITY

FOCUS: How did Desmond Doss demonstrate integrity during World War II?

Students will read and discuss the story of Desmond Doss to better understand the Medal of Honor character value **integrity**. Students will construct a tool to raise and lower an item as the engagement task.

STANDARDS

- 1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.
- 2.ETS1.4 Compare and contrast solutions to a design problem by using evidence to point out the strengths and weaknesses of the design.
- K-2 Literacy standards: RL.KID.1, RL.KID.2, RL.KID.3, RL.RRTC.10, SL.CC.1, SL.CC.2

LESSON STEPS

- Launch: Teach students the character value motion for integrity: One hand up (like pledging under oath). (See the [Character Value Hand Motions Overview](#)) Model this for students, and then have them practice the motion.
- Read **pages 16-19** to students for them to better understand the Medal of Honor character value integrity.
- **Ask students the following question:** What examples in the text does the author use to define integrity?
 - Lucy's grandmother's explanation: "integrity is doing the right thing even when no one is watching."
 - Teacher's definition: "can also mean that you never compromise what you believe or know is right."
- **Ask students the following question:** How does Desmond Doss demonstrate integrity?
 - Doss did not compromise the tenants of his faith to serve in the Army (**p. 17**)
 - "Conscientious objector" is someone who doesn't use weapons for religious reasons (**p. 18**)
 - Doss's fellow soldiers called him names and bullied him to get him to leave the Army, but Doss did not. (**p. 18**)
- Explain to students Doss was innovative in creating a method for lowering soldiers down a cliff to safety (**p. 19**)
- **Ask students the following question:** How might we use our innovative thinking skills to design a tool to lower and raise an item?

LESSON STEPS CONTINUED

- Give students the [Desmond Doss STEM Task Handout](#) to document thinking as they create a tool to lower and raise an item using the engineering design process.
 - Ask: What problem are you trying to solve?
 - Students draw or write what problem they are trying to solve.
 - Say: When we imagine, we generate lots of possible solutions. We say yes to all ideas.
 - Students draw or write ideas for 2 minutes without stopping.
 - Say: Now, it is time to pick 1 idea from the imagine phase. Develop a plan to solve the problem.
 - Students write notes and/or sketch a prototype for the solution for 2 minutes.
 - Students share their plans with a classmate to gain feedback.
 - Students make improvements to their plans based on feedback.
 - Say: It is time to move from planning to building the model. Test your plan by building a prototype.
 - Students will build a prototype for 10–15 minutes.
 - Say: Feedback helps us to collaboratively solve problems and make improvements.
 - Students partner up to look at each other's prototypes and share what is working well and what could be improved.
- Say: Self-reflection helps us think about our own skills and habits. Think about your effort and your prototype. Rate yourself using the stars.
 - Students color in their stars 1–5 to rate themselves.
 - 1 star means "I gave little effort."
 - 2 stars means "I tried but did not do my best."
 - 3 stars means "I tried my best but did not use feedback."
 - 4 stars means "I did my best and used feedback from others."
 - 5 stars means "I did my best, used feedback, and helped others do their best."
 - Students write something they are proud of and something to do better.
- Display student handouts and prototypes in class or present them to a community audience.

NOTES

- Integrity: Being honest, keeping our word, and doing what is right, even when no one is watching
- A pulley is a simple machine consisting of a wheel and a flexible cord, string, or rope, and it is used for lifting or dropping.
- Most students will design a tool that uses a pulley system. However, there are other possibilities for designing a tool and you want to be open to all student ideas for solutions.

SUGGESTIONS

- Kindergarten may need direct instruction to build a pulley to raise and lift an item.
- Grades 1-2 can ideate independently before planning and building. Therefore, it is appropriate for them to utilize the engineering design process.

ENGAGEMENT TASK RESOURCES & MATERIALS NEEDED

ENGAGEMENT TASK RESOURCES

[Building a Pulley with Kindergarteners Guide \(Teacher Guide\)](#)

[Handout | Building a Pulley with Everyday Supplies Guide](#)

[Handout | Desmond Doss STEM Task](#)

MATERIALS NEEDED

Pencils, straws, cord or string, items to lift/drop, tape, paper clips, cardboard boxes like tissue or cereal, bottle caps, single hole puncher, and other maker supplies available in the classroom

CHARACTER VALUE HAND MOTIONS

Directions: Use this document as a guide for hand motions that align with the Medal of Honor character values.

Arthur MacArthur (pp. 5-7)

- Character Value focus: Patriotism
- Character Value definition: Devoting our loyalty and love to our country, including working to make it better
- Character Value motion: Salute
- Reflection Question: How can we work to make our country better?

George Jordan (pp. 9-11)

- Character Value focus: Citizenship
- Character Value definition: Actively participating in our democracy and in our community
- Character Value motion: Hand over heart
- Reflection Question: How can you show citizenship? How can you better our community?

Alvin York (pp. 14-15)

- Character Value focus: Courage
- Character Value definition: Persevering in worthy endeavors despite fear
- Character Value motion: Strong arms
- Reflection Question: How can you show courage at home and at school?

Desmond Doss (pp. 16-19)

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- Reflection Questions: Why is it important to tell the truth? Why is it important to do what we say we will do?

Ray Duke (pp. 20-23)

- Character Value focus: Sacrifice
- Character Value definition: Giving of ourselves in the service of others
- Character Value motion: Hands held out
- Reflection Questions: How can we give to others? How can we serve others—our parents, neighbors, grandparents, friends, etc.?

Dr. Mary Walker (pp. 25-27)

- Character Value focus: Commitment
- Character Value definition: Devoting time, energy, or resources to causes in which we believe
- Character Value motion: Handshake
- Reflection Questions: How can you show commitment? What are you going to be committed to doing at home, school, etc.?

BUILDING A PULLEY WITH KINDERGARTENERS GUIDE

Directions: Build a pulley with kindergarteners as a guided task. Use this guide.

Materials:

- Large craft sticks (or pencils if careful)
- Paper plates (2 per student)
- Tape
- Yarn or string
- Hole puncher (adult use only)
- Scissors (adult use only)
- Colorful construction paper (optional)
- Lightweight objects to lift (beans, pom poms, small toys)

Instructions:

- **Prepare the Wheels (Adult Activity):**
 - Pre-punch a hole in the center of each paper plate (adult only).
 - You can also decorate the plates with construction paper circles beforehand if desired.
- **Assemble the Pulley (Adult Activity):**
 - Thread a long piece of yarn through the hole of one paper plate.
 - Slide a craft stick through the center of the plate, making sure the yarn spins freely.
 - Secure the craft stick in place with tape on both sides of the plate.
 - Repeat for the second paper plate and craft stick.
- **Building Together:**
 - Show students the completed "wheels," and explain they will be making a lifting machine.
 - Help each student lay one paper plate flat on the table.
 - Thread one end of the yarn through the hole in the lifted plate.
 - Adult supervision is important: Carefully help each student hold the other end of the yarn while an adult ties it securely to a sturdy object like a chair back or a doorknob at an appropriate height for them.
- **Attach the Load:**
 - Tie the other end of the yarn to a loop you make in the yarn itself, or use a small clip (an adult might need to help).
 - Now comes the fun part! Let the students attach their chosen lightweight object to the loop or clip.
- **Lifting and Lowering:**
 - Guide the students to hold the paper plate on the table (the fixed pulley) and pull down on the yarn hanging from the other plate (the movable pulley).
 - Watch their faces light up as they discover they can lift their object with seemingly less effort!
- **Tips:**
 - Explain the concept of lifting and lowering in simple terms.
 - Use colorful yarn and construction paper to make the pulleys visually appealing.
 - Encourage teamwork by having students help each other lift heavier objects.
 - Demonstrate the concept first by lifting something yourself with the premade pulley.
- **Safety:**
 - Ensure adult supervision throughout, especially when using scissors or a hole puncher.
 - Use large craft sticks to avoid any poking accidents.

HANDOUT | BUILDING A PULLEY GUIDE

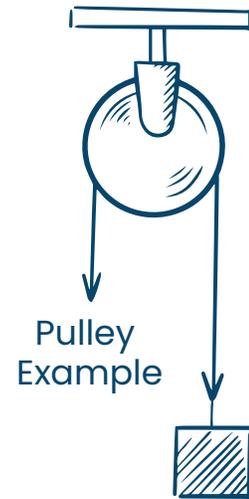
➔ **Directions:** Use this guide to build a simple pulley system using pencils, straws, string, and other classroom supplies.

Materials:

- 2 pencils
- 2 straws
- String (longer than the distance between the pencils)
- Tape
- Scissors (optional)
- Paperclip (optional)
- Cardboard box (like a tissue box) (optional)
- Items to lift (small toy, book, etc.)

Instructions:

- **Make the wheel:**
 - Cut a small section (about 1 inch) from a straw.
 - Slide the remaining straw onto a pencil.
 - Secure the straw in place with tape on both ends. This creates a wheel that can spin freely on the pencil axle.
 - Repeat for the other pencil.
- **Create the pulley system:**
 - Tie one end of the string securely to a fixed object, like a doorknob or a sturdy chair back.
 - Thread the string through the straw "wheel" on one pencil.
 - Lift the pencil with the wheel so the string hangs freely.
 - Rest the second pencil horizontally across the top of a cardboard box (or any sturdy object) if using.
 - Thread the string under the second pencil and then back up through the second straw "wheel."
 - Tie the other end of the string to a weight you want to lift (or a paperclip you can hook onto the item).



Using your pulley:

- By pulling down on the loose end of the string, the string will rotate the wheels, lifting the weight on the other end.

Tips:

- Make sure the pencils can spin freely. If they are too tight, the system won't work smoothly.
- You can adjust the lifting power by changing the length of the string on either side of the pulley wheel. A longer string on the lifting side will give you more mechanical advantage (lift heavier objects with less force).
- Experiment with different weights and see how much your pulley system can lift.

Imagine a rectangular tissue box turned on its side. On the top edge, a sharpened pencil rests horizontally, held in place by friction. A straw with a short section cut out is taped securely on either end of this pencil, creating a freely spinning wheel. The string runs from a fixed point (like a doorknob) down through this wheel, then under the tissue box, and back up through another straw wheel taped to a second pencil standing vertically. This second pencil rests on the open top edge of the tissue box. The string then ties to a small toy dangling in the air.

Additional ideas:

- Use a single-hole puncher to make holes in cardboard to create a more permanent pulley system.
- Try building a movable pulley system by attaching the second pencil to a string that goes over a hook or another fixed point. This will create a flagpole-like pulley that can move objects horizontally.

HANDOUT | DESMOND DOSS STEM TASK DESIGNING A LIFTING & LOWERING TOOL

➔ **Name:** _____

➔ **Directions:** Use the engineering design process to document your thinking as you address the following STEM challenge: How might we use our innovative thinking skills to design a tool to lower and raise an item?

 <p>What problem are we trying to solve?</p>	
 <p>IMAGINE</p> <p>Generate lots of ideas.</p>	
 <p>Pick one idea, and plan. Sketch. Make notes.</p>	



Use your tools to build a prototype of your idea.



FEEDBACK

Classmates help you discover successes and areas to grow. What worked well? What could be improved?



SELF-REFLECT

How would you rate your own work?



RAY DUKE

PRISONER OF WAR

"We have now gained a truce in Korea. We do not greet it with wild rejoicing. We know how dear its cost has been in life and treasure."
 -President Eisenhower, 1953

CITATION

Sfc. Duke, a member of Company C, distinguished himself by conspicuous gallantry and outstanding courage above and beyond the call of duty in action against the enemy. Upon learning that several of his men were isolated and heavily engaged in an area yielded by his platoon when ordered to withdraw, he led a small force in a daring assault which recovered the position and the beleaguered men. Another enemy attack in strength resulted in numerous casualties but Sfc. Duke, although wounded by mortar fragments, calmly moved along his platoon line to coordinate fields of fire and urge his men to hold firm in the bitter encounter. Wounded a second time, he received first aid and returned to his position. When the enemy again attacked shortly after dawn, despite his wounds, Sfc. Duke repeatedly braved withering fire to ensure maximum defense of each position. Threatened with annihilation and with mounting casualties, the platoon was again ordered to withdraw when Sfc. Duke was wounded a third time in both legs and was unable to walk. Realizing that he was impeding the progress of two comrades who were carrying him from the hill, he urged them to leave him and seek safety. He was last seen pouring devastating fire into the ranks of the onrushing assailants. The consummate courage, superb leadership, and heroic actions of Sfc. Duke, displayed during intensive action against overwhelming odds, reflect the highest credit upon himself, the infantry, and the U.S. Army.

WHO WAS HE?

Ray Duke was born in Whitwell, Tennessee, in 1923. He joined the Army during World War II and remained in the military after the war ended. In 1950, Sergeant First Class Duke was assigned to Company C, 21st Infantry Regiment, 24th Division. The 24th was sent from its base in Japan to South Korea immediately after the North Korean invasion in June 1950 as part of the United Nations (U.N.) forces.

The 24th Division was involved in the push north from the area of Seoul, the South Korean capital, across the 38th parallel into North Korea, in spring 1951. By early April, the U.N. forces had moved well across the border.

Then, on April 22, the U.N. troops were hit by a massive Chinese and North Korean attack trying to capture Seoul. The 24th and 25th divisions held their positions, but as units on the flanks gave way, they were in danger of being encircled and cut off. Duke's action came as the division was conducting a fighting withdrawal. He was taken prisoner during the retreat and died in captivity. His date of death is listed as November 11, 1951.



MOH Recipient, Ray Duke



National Medal of Honor Heritage Center

The Ray E. Duke Memorial Library at Camp Humphreys, South Korea, was named in his honor in 2018. Duke is buried in the Chattanooga National Cemetery. —National Medal of Honor Heritage Center



CLASS ACTIVITY 6

RAY DUKE (PAGES 20-23) | SACRIFICE

FOCUS: How did Ray Duke's sacrifice help others during the Korean War?

Students will read and discuss the story of Ray Duke to better understand the Medal of Honor character value **sacrifice**. Students will construct a litter prototype as the engagement task.

STANDARDS

- K-2 Literacy standards: RL.KID.1, RL.KID.2, RL.KID.3, RL.RRTC.10, SL.CC.1, SL.CC.2
- 2.ETS1.4 Compare and contrast solutions to a design problem by using evidence to point out the strengths and weaknesses of the design.

LESSON STEPS

- Launch: Teach students the character value motion for sacrifice: hands held out. (See the Character Value Hand Motions Overview) Model this for students, and then have them practice the motion.
- Read aloud **pages 20–22** to understand the Medal of Honor character value sacrifice.
- Ask: What examples in the text does the author use to define sacrifice?
 - Sarah's explanation: "Maybe he knew his men might die trying to take him back with them? He decided to save them by sacrificing himself" (**p. 22**)
- Ask: Why does Ray Duke sacrifice himself?
 - He was a Master Sergeant in the U.S. Army. Leaders are supposed to take care of others. (**p. 20**)
 - He knew his wounds were slowing down the group, which means they might get hurt or caught. (**p. 21**)
 - Duke ordered his men to leave him because he would rather sacrifice his own life (one) versus losing all the men (several). (**p. 22**)
- Say: Duke's men did not have a way to easily carry him out of danger.
- Ask: How might we use our innovative thinking skills to design a litter to carry an injured friend?
- Give students the [Ray Duke STEM Task Handout](#) to document their thinking as they create a litter (stretcher) to carry an injured friend using the engineering design process. Students can display handouts and prototypes in class or present to a community audience.
- Ask: What problem are you trying to solve?
 - Students draw or write what problem they are trying to solve.

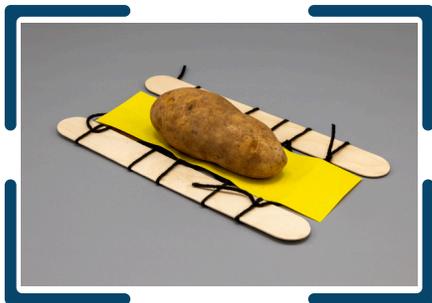
LESSON STEPS CONTINUED

- Say: When we imagine, we generate lots of possible solutions. We say yes to all ideas.
 - Students draw or write ideas for 2 minutes without stopping.
- Say: Now, it is time to pick 1 idea from the imagine phase. Develop a plan to solve the problem.
 - Students write notes and/or sketch a prototype for the solution for 2 minutes.
 - Students share their plans with a classmate to get feedback.
 - Students make improvements to their plans based on feedback.
- Say: It is time to move from planning to building the model. Test your plan by building a prototype.
 - Students will build a prototype for 10-15 minutes.
- Say: Feedback helps us to collaboratively solve problems and make improvements.
 - Students partner up to look at each other's prototypes and share what is working well and what could be improved.
- Say: Self-reflection helps us think about our own skills and habits. Think about your effort and your prototype. Rate yourself using the stars.
 - Students color in their stars 1-5 to rate themselves.
 - 1 star means "I gave little effort."
 - 2 stars means "I tried but did not do my best."
 - 3 stars means "I tried my best but did not use feedback."
 - 4 stars means "I did my best and used feedback from others."
 - 5 stars means "I did my best, used feedback, and helped others do their best."
 - Students write something they are proud of and something to do better.
- Display student handouts and prototypes in class or present them to a community audience.

NOTES

- Sacrifice: Giving of ourselves in the service of others
- A litter (also known as a stretcher or gurney) is a device used to carry a sick or injured person who can't move on his/her own. It's typically a flat surface with handles on either side for lifting and carrying.
- It may be helpful to show the examples of litters and stretchers that already exist.
- Discuss design constraints.
- Can you easily carry the design with you?
- Is the litter lightweight?
- Does it keep the friend protected and off the ground?

Litter/Stretcher
Design Example



SUGGESTIONS

- Kindergarten may need direct instruction to build a litter to carry an injured friend. This can be scaled down with an injured friend being a potato, bean bag, or doll.
- Grades 1-2 can ideate independently before planning and building. Therefore, it is appropriate for them to utilize the engineering design process.

ENGAGEMENT TASK RESOURCES & MATERIALS NEEDED

ENGAGEMENT TASK RESOURCES

[Handout | Ray Duke STEM Task](#)

[Handout | Let's Design a Mini-Stretcher!](#)

MATERIALS NEEDED

Cardboard, pool noodles, duct tape, cloth, string/cord/yarn, scissors, craft sticks, elastic bands/rubber bands, and other available classroom supplies

CHARACTER VALUE HAND MOTIONS

Directions: Use this document as a guide for hand motions that align with the Medal of Honor character values.

Arthur MacArthur (pp. 5-7)

- Character Value focus: Patriotism
- Character Value definition: Devoting our loyalty and love to our country, including working to make it better
- Character Value motion: Salute
- Reflection Question: How can we work to make our country better?

George Jordan (pp. 9-11)

- Character Value focus: Citizenship
- Character Value definition: Actively participating in our democracy and in our community
- Character Value motion: Hand over heart
- Reflection Question: How can you show citizenship? How can you better our community?

Alvin York (pp. 14-15)

- Character Value focus: Courage
- Character Value definition: Persevering in worthy endeavors despite fear
- Character Value motion: Strong arms
- Reflection Question: How can you show courage at home and at school?

Desmond Doss (pp. 16-19)

- Character Value focus: Integrity
- Character Value definition: Being honest, keeping our word, and doing what is right, even when no one is watching
- Character Value motion: One hand up (like pledging under oath)
- Reflection Questions: Why is it important to tell the truth? Why is it important to do what we say we will do?

Ray Duke (pp. 20-23)

- Character Value focus: Sacrifice
- Character Value definition: Giving of ourselves in the service of others
- Character Value motion: Hands held out
- Reflection Questions: How can we give to others? How can we serve others—our parents, neighbors, grandparents, friends, etc.?

Dr. Mary Walker (pp. 25-27)

- Character Value focus: Commitment
- Character Value definition: Devoting time, energy, or resources to causes in which we believe
- Character Value motion: Handshake
- Reflection Questions: How can you show commitment? What are you going to be committed to doing at home, school, etc.?

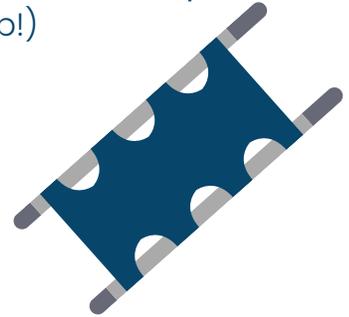
HANDOUT | LET'S DESIGN A MINI-STRETCHER!

➡ **Directions:** Imagine you and your friend are playing outside when your friend gets hurt and can't walk. You need to carry him safely to get help! Your challenge is to build a mini-stretcher to carry a hurt friend (played by a bean bag or potato) across the room.

Materials:

- Cardboard box (cut in half lengthwise - ask a grownup for help!)
- Craft sticks (like popsicle sticks)
- String or yarn
- Tape (ask a grownup for help!)
- Bean bag (or something soft to play the hurt friend)
- Markers, crayons, or stickers (optional)

Litter/Stretcher
Example



Instructions:

- **The Base:** Decorate the flat side of your cardboard box half if you want! This will be the bottom of your stretcher.
- **The Handles:**
 - Poke two holes near the shorter ends of the box sides (one on each side).
 - Cut two pieces of string or yarn a little longer than the width of the box.
 - Thread the string through the holes and tie them together tightly inside the box. These will be your handles to carry the stretcher.
- **The Sides (Optional):**
 - You can cut two more pieces of cardboard the same height as the box and tape them to the sides of the box for a more enclosed stretcher.
 - Decorate these sides too, if you used them!
- **The Support (Optional):**
 - Cut a few craft sticks shorter than the width of the box.
 - Tape them across the bottom of the box inside for extra support.

Testing Time!

- Place the beanbag (hurt friend) on the stretcher.
- Carefully lift the stretcher using the handles with a friend.
- Pretend to carry the bean bag to get help!

Bonus Challenge:

- Can you make your stretcher lighter by using fewer materials?
- Can you add straps to hold the bean bag (hurt friend) more securely?
- Can you work with a friend to design a stretcher that can be folded up for easier carrying?

Remember:

- Have fun, and be creative!
- Ask a grownup for help with cutting and using tape.

HANDOUT | RAY DUKE STEM TASK

LITTER LIFT -
BUDDY LIFT

➔ **Name:** _____

➔ **Directions:** Use the engineering design process to document your thinking as you address the following STEM challenge: How might we use our innovative thinking skills to design a litter to carry an injured friend?

 <p>ASK</p> <p>What problem are we trying to solve?</p>	
 <p>IMAGINE</p> <p>Generate lots of ideas.</p>	
 <p>PLAN</p> <p>Pick one idea, and plan. Sketch. Make notes.</p>	



Use your tools to build a prototype of your idea.



FEEDBACK

Classmates help you discover successes and areas to grow. What worked well? What could be improved?



SELF-REFLECT

How would you rate your own work?



DR. MARY WALKER

FEMINIST, SUFFRAGETTE, SURGEON

"Let the generations know that women in uniform also guaranteed their freedom."

CITATION

Whereas it appears from official reports that Dr. Mary E. Walker, a graduate of medicine, "has rendered valuable service to the Government, and her efforts have been earnest and untiring in a variety of ways," and that she was assigned to duty and served as an assistant surgeon in charge of female prisoners at Louisville, Ky., upon the recommendation of Maj. Gens. Sherman and Thomas, and faithfully served as contract surgeon in the service of the United States, and has devoted herself with much patriotic zeal to the sick and wounded soldiers, both in the field and hospitals, to the detriment of her own health, and has also endured hardships as a prisoner of war four months in a Southern prison while acting as contract surgeon; and Whereas by reason of her not being a commissioned officer in the military service, a brevet or honorary rank cannot, under existing laws, be conferred upon her; and Whereas in the opinion of the President an honorable recognition of her services and sufferings should be made; It is ordered, That a testimonial thereof shall be hereby made and given to the said Dr. Mary E. Walker, and that the usual medal of honor for meritorious services be given her. Given under my hand in the city of Washington, D.C., this 11th day of November, A.D. 1865. ~ Andrew Johnson

WHO WAS SHE?

Mary Edwards Walker was born in Oswego, New York, in 1832. She was an early feminist and studied to become a physician, graduating from Syracuse Medical College in 1855, before opening a practice in Rome, New York. When the Civil War began, the War Department needed to hire as many doctors as possible, but it refused at first to contract with Walker because she was a woman. Instead, she became a nurse and volunteer organizer. Major General Ambrose Burnside finally accepted her services as a volunteer surgeon in order to deal with the massive casualties from the Battle of Fredericksburg in December 1862. The next year, Major General George H. Thomas



MOH Recipient, Mary Walker

assigned Walker to the 52nd Ohio Volunteer Infantry after the Battle of Chickamauga. Walker treated both civilians and soldiers, often crossing behind enemy lines. She was captured by the Confederates and imprisoned in Castle Thunder, Richmond, Virginia. When finally released, Walker finished the war in Louisville, Kentucky, treating female prisoners.

Recognized as a suffragette after the conflict ended, she pursued women's health reform, particularly advocating changes in women's restrictive clothing. She died in 1919.

—National Medal of Honor Heritage Center



National Medal of Honor Heritage Center



CLASS ACTIVITY 7

DR. MARY WALKER (PAGES 24-27) | COMMITMENT

FOCUS: How did Dr. Mary Walker demonstrate commitment during the Civil War?

Students will learn about Dr. Mary Walker and how she demonstrated the character value **commitment**. They will evaluate scenarios applicable to their own lives to demonstrate understanding of **commitment**. Students will conclude this activity with a task of either drawing, connecting, or writing scenarios that showcase **commitment** and its potential outcomes.

STANDARDS

- K-2 Literacy standards: RL.KID.1, RL.KID.2, RL.KID.3, RL.RRTC.10, SL.CC.1, SL.CC.2

LESSON STEPS

- Introduce students to the activity by telling them they will be learning about Dr. Mary Walker—the only female Medal of Honor Recipient—and how she showed commitment.
- Inform students the definition for commitment is as follows: Devoting time, energy, or resources to causes in which we believe. (See [Character Value Hand Motions Overview](#)) Model this for students, and then have them practice the motion.
- “Committed or Not Committed”: Inform students they will first play a short movement activity called “Committed or Not Committed.” Share with students this movement activity is to have them consider what commitment looks like.
 - Instruct students to stand beside their desks.
 - Share with students that you will read FIVE scenarios, and they must determine if the scenario is an example of commitment. Inform students they will move to the FRONT of the classroom if they think the scenario is an example of commitment. They will move to the BACK of the classroom if they do not think the scenario is an example of commitment.
 - **Scenario One:** Two students are working on building a LEGO house and get really frustrated because they cannot figure out where one of the pieces is. One student comes over and asks if they want to quit playing LEGOs and color instead. The two students decide to give up on building the LEGOs because they think the task is too hard and move on to coloring.
 - Ask students to share why they moved to the front or back of the classroom.

LESSON STEPS CONTINUED

- Ask students what the two students could have done instead of giving up.
- **Scenario Two:** One student keeps failing her multiplication test. She is frustrated and upset. She goes home and tells her mom she needs help. Each day she practices multiplication for 30 minutes after school. A few weeks later, she scores a 100 on her multiplication test.
 - Ask students to share why they stayed/moved to the front or back of the classroom.
 - Ask students to share how the student showed commitment.
- **Scenario Three:** A big brother tells his little sister she cannot ever learn how to climb the monkey bars. Every day she tries again and again, but she keeps falling. Her brother makes fun of her, telling her she will never learn. The little sister agrees she just isn't good at climbing, and she gives up.
 - Ask students to share why they stayed/moved to the front or back of the classroom.
 - Ask students to share what the little sister could have done instead of giving up.
- **Scenario Four:** A 4th grade boy is determined to hit a home run. Every day he practices with his dad. Some of his teammates make fun of him, telling him he is not strong enough to hit the ball that hard. He practices all summer long, and the next season he hits a home run.
 - Ask students to share why they stayed/moved to the front or back of the classroom.
 - Ask students to share how the student showed commitment.
- **Scenario Five:** Little Danny is always tired of being the last kid on the track team. He is always slow. Kids make fun of him. His coach tells him he should keep practicing and he will get better. But, Danny is tired of trying, so he decides to quit the track team and play video games instead.
 - Ask students to share why they stayed/moved to the front or back of the classroom.
 - Ask students to share what Danny could have done instead of giving up.
- Share with students they will now listen to Dr. Mary Walker's story.
- Read **pages 24–27** aloud to students for them to learn about Dr. Mary Walker and to better understand the Medal of Honor character value commitment. (The book defines commitment as not giving up. You keep trying and trying until you accomplish your goal.) The National Medal of Honor Heritage Center's definition for commitment is: Devoting time, energy, or resources to causes in which we believe.

LESSON STEPS CONTINUED

- **Ask students the following questions:**
 - What goal was Dr. Mary Walker committed to accomplishing? (Answer: Becoming a surgeon which was rare in the U.S. at the time)
 - What is a surgeon?
 - What did Dr. Mary Walker do to receive the Medal of Honor? Who was she committed to helping?
- **Culminating Task Options:** Depending on the grade level of your students, choose from THREE commitment-focused task options:
 - **OPTION ONE (Kindergarten)**
 - Ask students to think about a big goal they have and what being committed to their goal looks like.
 - Distribute the [What Commitment Looks Like Handout](#) to students.
 - Read the directions to students. **Directions:** What does commitment look like to you? Think of a goal you want to achieve. Draw a picture of yourself being committed to accomplishing your goal.
 - **OPTION TWO (1st Grade/2nd Grade)**
 - Explain to students there are many scenarios that challenge our commitment to achieving goals. Even if we are committed, sometimes our goals are not reached. We can learn from the experience, however, and work towards achieving our next goal.
 - Distribute the [Scenario, Action, Outcome Handout](#) to students.
 - Read the directions to students. **Directions:** Read the scenarios. Consider which action each person can take to show their commitment to accomplishing their goal or bettering the community. Using a different color for each scenario, draw a line to connect each scenario with the best action and possible outcome. In the blank boxes, add your own scenario, action, and outcome!
 - **OPTION THREE (1st Grade/2nd Grade)**
 - Remind students of the “Committed or Not Committed” movement activity (if utilized) and the scenarios they assessed.
 - Share with students they will be creating their own scenarios now.
 - Distribute the [My Scenarios Handout](#). Read the directions to students. **Directions:** Create ONE scenario of someone showing commitment and ONE scenario of someone not showing commitment.

NOTES

- Commitment: Devoting time, energy or resources to causes in which we believe
- The culminating task will need to be printed for every student prior to the lesson.

SUGGESTIONS

- It is suggested Kindergarteners complete the OPTION ONE culminating task as a closing task.
- It is suggested 1st/2nd graders complete the OPTION TWO or THREE culminating task as a closing task.
- OPTION THREE scenarios can be utilized in another round of the “Committed or Not Committed” movement activity.
- In order to help students make more commitment connections, other stories of someone showing commitment and not giving up on a dream could be read to help them better understand commitment. Examples would be Rosa Parks, Martin Luther King, Jr., Founding Fathers, etc. In some states and school districts, second graders study these famous Americans in Social Studies, so adding other examples from their learning will help them better understand the value of commitment.

ENGAGEMENT TASK RESOURCES & MATERIALS NEEDED

ENGAGEMENT TASK RESOURCES

[Handout | What Commitment Looks Like](#)

[Handout | Scenario, Action, Outcome](#)

[Handout | My Scenarios](#)

MATERIALS NEEDED

Student handouts

Crayons and pencils

Scissors (for OPTION 3 culminating task)

CHARACTER VALUE HAND MOTIONS

Directions: Use this document as a guide for hand motions that align with the Medal of Honor character values.

Arthur MacArthur (pp. 5-7)

- Character Value focus: Patriotism
- Character Value definition: Devoting our loyalty and love to our country, including working to make it better
- Character Value motion: Salute
- Reflection Question: How can we work to make our country better?

George Jordan (pp. 9-11)

- Character Value focus: Citizenship
- Character Value definition: Actively participating in our democracy and in our community
- Character Value motion: Hand over heart
- Reflection Question: How can you show citizenship? How can you better our community?

Alvin York (pp. 14-15)

- Character Value focus: Courage
- Character Value definition: Persevering in worthy endeavors despite fear
- Character Value motion: Strong arms
- Reflection Question: How can you show courage at home and at school?

Desmond Doss (pp. 16-19)

- Character Value focus: Integrity
- Character Value definition: Being honest, keeping our word, and doing what is right, even when no one is watching
- Character Value motion: One hand up (like pledging under oath)
- Reflection Questions: Why is it important to tell the truth? Why is it important to do what we say we will do?

Ray Duke (pp. 20-23)

- Character Value focus: Sacrifice
- Character Value definition: Giving of ourselves in the service of others
- Character Value motion: Hands held out
- Reflection Questions: How can we give to others? How can we serve others—our parents, neighbors, grandparents, friends, etc.?

Dr. Mary Walker (pp. 25-27)

- Character Value focus: Commitment
- Character Value definition: Devoting time, energy, or resources to causes in which we believe
- Character Value motion: Handshake
- Reflection Questions: How can you show commitment? What are you going to be committed to doing at home, school, etc.?

HANDOUT | WHAT COMMITMENT LOOKS LIKE

➔ **Name:** _____

➔ **Directions:** What does commitment look like to you? Think of a goal you want to achieve. Draw a picture of yourself being committed to accomplishing your goal.

ME BEING COMMITTED TO MY GOAL!

HANDOUT | SCENARIO, ACTION, OUTCOME

➔ Name: _____

➔ **Directions:** Read each scenario. Consider which action each person can take to show their commitment to accomplishing their goal or bettering the community. Using a differing color for each scenario, draw a line to connect each scenario with the best action and possible outcome. In the blank boxes, add your own scenario, action, and outcome!

SCENARIO

ACTION

OUTCOME

Dr. Walker wanted to help people feel better.

He studies very hard.

She saved many lives during the Civil War.

Alejandro has a big test on Friday.

He practices every day.

He plays well enough to join a band.

Dominique sees trash on the playground.

She became a doctor.

The playground looks better than ever!

Max wants to learn to play the guitar.

She organizes a clean-up day at her school.

He makes a good grade.

Blank box for scenario.

Blank box for action.

Blank box for outcome.

HANDOUT | MY SCENARIOS

⇒ Name: _____

⇒ **Directions:** Create ONE scenario of someone showing commitment and ONE scenario of someone not showing commitment.



SCENARIO ONE



SCENARIO TWO



CLASS ACTIVITY 8

MOH (PAGES 28-30) | SIX MOH CHARACTER VALUES

FOCUS: How do the Medal of Honor character values help us be better citizens?

Students will review the six character values. They will then compare and contrast the actions of MOH Recipients to the actions of everyday citizens that exemplify these character values, noting similarities and differences. Students will better understand how to apply these character values to their lives by identifying ways in which to do so.

STANDARDS

- K-2 Literacy standards: RL.KID.1, RL.KID.2, RL.KID.3, RL.RRTC.10, SL.CC.1, SL.CC.2
- 2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- 2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
- 2.SL.PK1.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LESSON STEPS

- Move students into seating as a whole group. (This may be on a carpet or at their seats.)
- Review all motions for the six character values: handshake (commitment), hand over heart (citizenship), strong arms (courage), one hand up as in taking an oath (integrity), hands held out (sacrifice), and salute (patriotism).
- Using big chart/post-it note paper, list the six character values as the class reviews them. (one value per chart/post-it note for a total of 6 charts)
- Read **pages 28–30** from the book aloud to the students.
- Inform students they will now participate in a Four Corners (see notes) activity. Emphasize to students there is an overarching theme of patriotism and citizenship with each character and how they handled their situation so those two charts will remain on the board.
- Place the four other charts/post-it notes (courage, commitment, integrity, sacrifice) in the four corners of the classroom (one chart/post-it note in each corner).

LESSON STEPS CONTINUED

- **Four Corners Activity:** Inform students they will participate in an activity called Four Corners (see notes).
 - Re-emphasize to students that as citizens and patriots, Medal of Honor Recipients exhibited courage, commitment, integrity, and sacrifice. Remind students they are capable of exhibiting these values too.
 - For 1st-2nd graders, distribute a character value strip to students, and instruct students to think of a situation they have faced (or could face) where using the character value on their strip might have helped them in their situation. Instruct them to describe the situation. Ex: My classmate said something mean to my friend. I told my classmate the comment was unkind. I asked my classmate not to say those words again to my friend. (Answer: Courage to speak up for a friend.)
 - Collect student strips, and incorporate them where you see fit within the prompts below during the Four Corners activity.
 - Utilize these prompts to engage students in this activity. As you read through them, instruct students to move to the corner they think is the best defining term/option. Ask students to share why they selected certain corners after each prompt reading.
 - Persevering in worthy endeavors despite fear (Answer: Courage)
 - Hand motion: handshake (Answer: Commitment)
 - Being honest, keeping our word, and doing what is right, even when no one is watching (Answer: Integrity)
 - Hand motion: strong arms (Answer: Courage)
 - Giving of ourselves in the service of others (Answer: Sacrifice)
 - Hand motion: hand raised like making an oath (Answer: Integrity)
 - Devoting time, energy or resources to causes in which we believe (Answer: Commitment)
 - Hand motion: hands held out (Answer: Sacrifice)
- Instruct students to return to their seats once prompts have been read.
- Ask students this question: How do you think having the character values Medal of Honor Recipients exhibit can help you with your goals? Think/Pair/Share with a neighbor.
- Closing Task: For 1st-2nd graders, distribute the Action & Possible Outcome Handout to students. Read the directions to students. **Directions:** Name ONE action you can take this week to show one of the six character values. Identify TWO possible outcomes.

NOTES

- Prepare the charts/post-it notes ahead of time. Patriotism and citizenship will be the overarching theme. Point out to students that every Medal of Honor Recipient in the book has these values in common no matter the situation.
- Four Corners is a game that allows movement. Use the four corners of the room, or mark off a big square on the floor.
- Differentiate your instruction to fit the age group. Younger students may need scenarios crafted for them if writing skills are not yet proficient. Students may also present orally rather than writing their situations if time is an issue.
- The Closing Task can be written or oral.

SUGGESTIONS

ENGAGEMENT TASK RESOURCES & MATERIALS NEEDED

ENGAGEMENT TASK RESOURCES

[Handout | Character Value Strip \(For Teacher\)](#)

[Handout | Action & Possible Outcomes](#)

MATERIALS NEEDED

Chart paper, pencils, book, and handouts

HANDOUT | CHARACTER VALUE STRIP



COURAGE



COMMITMENT



INTEGRITY



SACRIFICE

HANDOUT | ACTION & POSSIBLE OUTCOMES

➔ Name: _____

➔ **Directions:** Name ONE action you can take this week to show one of the six character values. Identify TWO possible outcomes.

ACTION	
I can....	
↓	↓
POSSIBLE OUTCOME	POSSIBLE OUTCOME



CLASS ACTIVITY 9

MEDAL OF HONOR & ME (PAGE 31) | CITIZENS HONOR OR CONNECTING WITH RECIPIENTS

FOCUS: How can we connect our lives to the lives of Medal of Honor Recipients?

Students will be introduced to the format of a friendly letter and will write a friendly letter to a living Medal of Honor Recipient.

STANDARDS

- K-2 Literacy standards: RL.KID.1, RL.KID.2, RL.KID.3, RL.RRTC.10, SL.CC.1, SL.CC.2
- 2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.
- 2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

LESSON STEPS

- Review the list of the living Medal of Honor Recipients. (This list is found on the Congressional Medal of Honor Society's website: <https://www.cmohs.org/recipients?deceased=No>)
- Either assign a Recipient to each child, or decide if the class will collectively write to one Recipient of your choosing.
- Present the FIVE parts of a friendly letter, and, as a whole group, ask students to brainstorm what might be included in a friendly letter. Use the [Friendly Letter Example Template](#) as a reference.
- Distribute the [Friendly Letter Template Handout](#) to students.
- Instruct students to pick a favorite character value and write a friendly letter to the Recipient telling him why their selected value is their favorite. Instruct students to ask the Recipient what his favorite value is to encourage a written response.
- After editing and finalizing, forward the letters to the Medal of Honor Foundation, and they will be forwarded to the actual Recipients.

NOTES

- A list of living Recipients can be found on the Congressional Medal of Honor Society's website. Prepare that list beforehand.
- Prepare classroom materials to teach the five parts to a friendly letter: Heading, Greeting, Body, Closing, and Signature.
- Vignettes located on Medal of Honor Recipient pages are designed for older students and adults, but the pictures of the Recipients can be shared with the students to make the project more personable.
- For mailing your students' letters, follow this link (<https://www.cmoohs.org/recipients/connect>) to the Congressional Medal of Honor Society's web page describing how to connect with the Recipients.

SUGGESTIONS

- Guide the students with appropriate questions/comments for their letter. Discuss beforehand the importance of sensitivity and gratitude.
- You may choose to let the class select one Recipient and let the focus be on that individual. All student letters would then go to that one Recipient.
- You may choose to create a classroom board with a photo and facts about the Recipient. You could highlight a different Recipient each month.
- This can be entirely teacher led for the younger students. You may choose to use a pre-filled Friendly Letter Template for younger students, and simply have them sign their names. Rather than writing, they can illustrate a picture to send to the Recipient with the ready-made letter.

ENGAGEMENT TASK RESOURCES & MATERIALS NEEDED

ENGAGEMENT TASK RESOURCES

Living Recipient List Link: <https://www.cmoohs.org/recipients?deceased=No>
[Handout | Friendly Letter Example](#)
[Handout | Friendly Letter Template](#)

MATERIALS NEEDED

MOH Living Recipient List, Friendly Letter Example Template, student handout, envelopes, and stamps

HANDOUT | FRIENDLY LETTER EXAMPLE

HEADING → School address

Date

Dear "Medal of Honor Recipient," ← **GREETING**

BODY

CLOSING → Sincerely,

SIGNATURE →



CLASS ACTIVITY 10

CULMINATING ACTIVITY | PROFILES OF VALOR

FOCUS: How can we teach others about the Medal of Honor character values and Recipients? How can I show these same character values?

Students will create a culminating poster of one of the featured Medal of Honor Recipients from *The Making of a Hero*. Students will consider how they, too, can show one of the Medal of Honor character values.

STANDARDS

- K-2 Literacy standards: RL.KID.1, RL.KID.2, RL.KID.3, RL.RRTC.10, SL.CC.1, SL.CC.2
- 2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

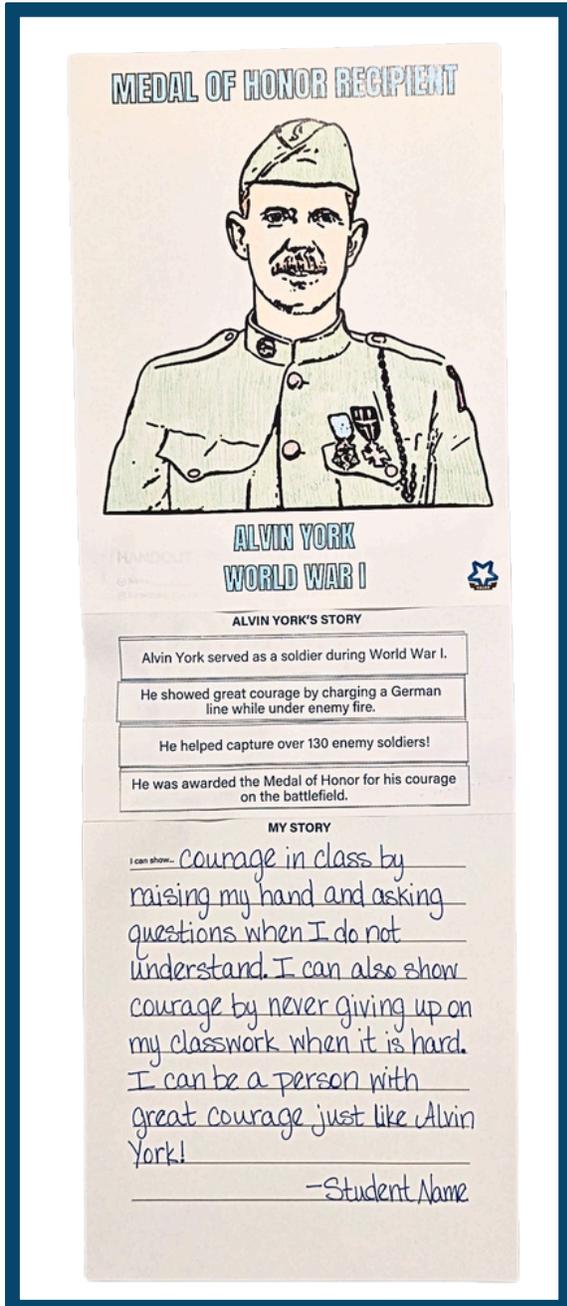
LESSON STEPS

- Distribute the Profile of [Valor Brainstorming Handout](#), review the directions with students, and instruct students to complete the handout. **Directions:** Circle one Medal of Honor Recipient you would like to create a profile on, and answer the following questions below.
 - Note: This brainstorming activity would work best with 1st and 2nd graders.
 - Kindergarten Suggestion: Complete this as a whole class activity, looking over and discussing the [Profiles of Valor Anchor Chart Handout](#).
- Distribute the [Profiles of Valor Anchor Chart Handout](#) so students can refer to it as needed. Students can use the [Profiles of Valor Anchor Chart Handout](#) to complete the [Profile of Valor Brainstorming Handout](#).
- As a whole class, allow several students to share what they wrote on the [Profile of Valor Brainstorming Handout](#).
- Based on student Medal of Honor Recipient selections, distribute the following three handouts: 1. [Medal of Honor Recipient Coloring Sheet](#), 2. [Piece Together the Story Handout](#), 3. [Profile of Valor - My Story Handout](#).
- Inform students they will color their Medal of Honor Recipient, sequence their Medal of Honor Recipient's story using the [Piece Together the Story Handout](#), and will write how they can show the same character value using the [Profile of Valor - My Story Handout](#).

LESSON STEPS CONTINUED

- Once students have completed each handout, instruct students to glue their Profile of Valor poster together. (See the example provided below.)
- Allow students to share their work with the whole class once complete.

Profile of Valor Poster Example



NOTES

SUGGESTIONS

- Kindergarten: This project could be challenging for kindergarten students to complete. Consider having them only complete the coloring sheet.

ENGAGEMENT TASK RESOURCES & MATERIALS NEEDED

ENGAGEMENT TASK RESOURCES

[Handout | Profile of Valor Brainstorming](#)
[Handout | Profiles of Valor Anchor Chart](#)
[Medal of Honor Recipient Coloring Sheet](#)
[Handout | Piece Together the Story](#)
[Handout | Profile of Valor - My Story](#)

MATERIALS NEEDED

Colored pencils, markers, or crayons
Scissors
Glue sticks
Pencils

HANDOUT | PROFILE OF VALOR BRAINSTORMING

➔ **Name:** _____

➔ **Directions:** Circle one Medal of Honor Recipient you would like to create a profile on, and answer the following questions below.

- Arthur MacArthur
- George Jordan
- Alvin York
- Desmond Doss
- Ray Duke
- Dr. Mary Walker

1. Why did you choose this Recipient? What do you like most about this Recipient?

2. Circle the Medal of Honor character value do you believe he/she best embodied.

Courage Integrity Citizenship Patriotism Sacrifice Commitment

3. What did he/she do to demonstrate this character value?

HANDOUT | PROFILE OF VALOR ANCHOR CHART

➔ **Name:** _____

➔ **Directions:** Utilize this anchor chart to decide which Medal of Honor Recipient you want to choose and why as you work on your brainstorming handout.

Recipient	Actions	Character Values	Vocabulary / Text Evidence from <i>The Making of a Hero</i>
Arthur MacArthur (pp. 5–7)	Picked up and carried the flag up the ridge.	Patriotism: Devoting our loyalty and love to our country, including working to make it better.	Patriotism — “Patriotism is a love of our country and working together to make it a better place.” (p. 5)
George Jordan (pp. 8–11)	Served his country even though he was being treated unfairly.	Citizenship: Actively participating in our democracy and in our community.	Citizenship — “Showed citizenship by fighting for his rights and serving his country” (p. 11)
Alvin York (pp. 12–15)	The soldier who showed great courage in the face of fear.	Courage: Persevering in worthy endeavors despite fear.	Courage — “Those are great examples of facing your fears!” (p. 13)
Desmond Doss (pp. 16–19)	His faith taught him it was wrong to fight, but he still wanted to help during WWII. He decided to serve as a medic so he could help people who were hurt. Doss showed integrity by not compromising his faith in fighting and helped others by being a medic.	Integrity: Being honest, keeping our word, and doing what is right, even when no one is watching	Integrity — “My grandma says integrity is doing the right thing even when no one is watching.” (p. 16) “Integrity can also mean that you never compromise what you believe or know is right.” (p. 16)
Ray Duke (pp. 20–23)	Duke was wounded and ordered his men to carry on without him. He sacrificed himself for the sake of others.	Sacrifice: Giving of ourselves in the service of others	Sacrifice — “Master Sergeant Duke ordered his men to leave him because he decided to save them by sacrificing himself” in order to save the others. (pp. 21–22)
Dr. Mary Walker (pp. 24–27)	Became a surgeon after being told women couldn't become doctors.	Commitment: Devoting time, energy or resources to causes in which we believe	Commitment — “Commitment means you do not give up. You keep trying and keep trying until you accomplish your goal.” (p. 25)

MEDAL OF HONOR RECIPIENT



ARTHUR MACARTHUR
CIVIL WAR

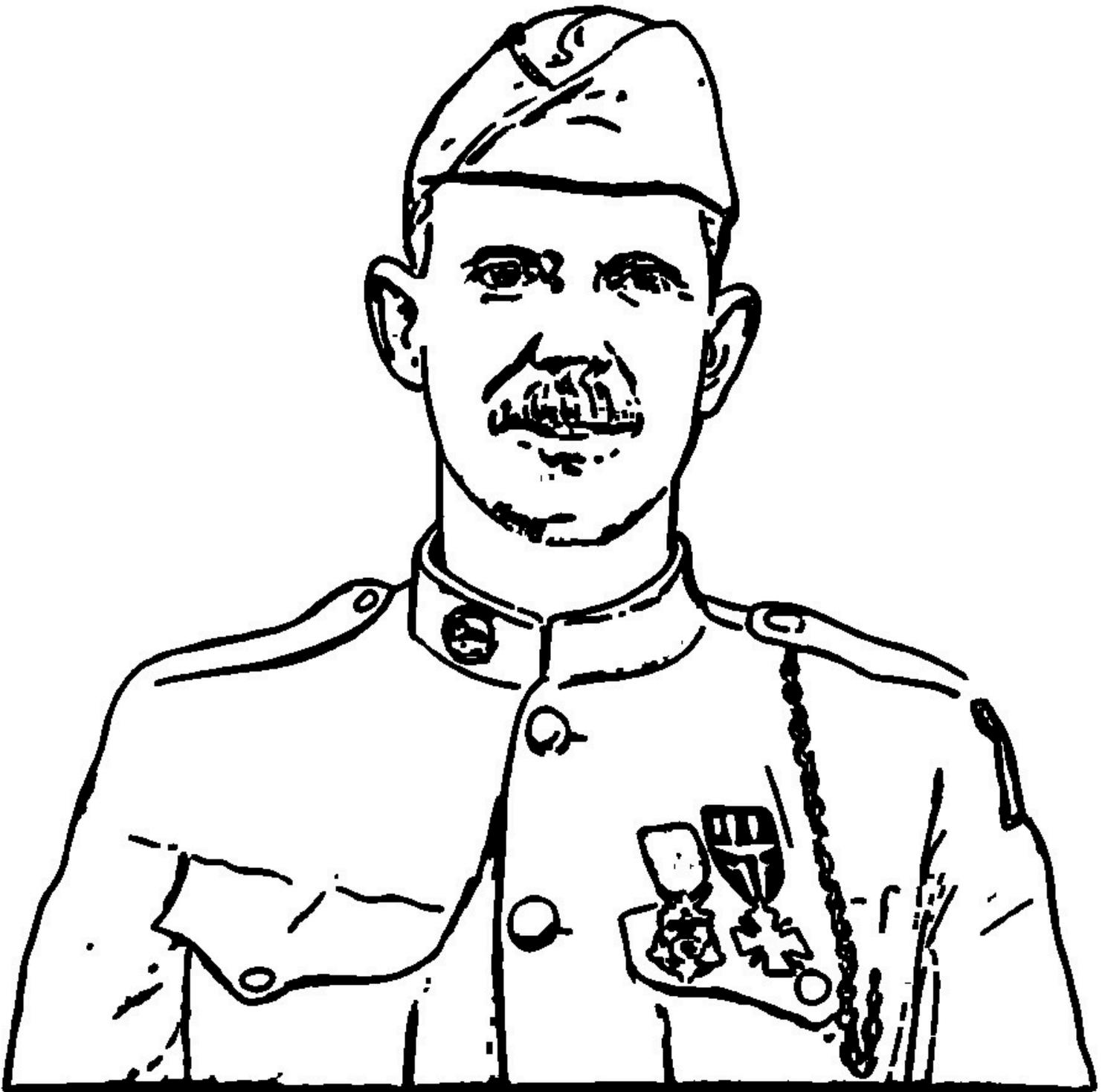
MEDAL OF HONOR RECIPIENT



GEORGE JORDAN
MIDDLE WARS



MEDAL OF HONOR RECIPIENT



ALVIN YORK
WORLD WAR I

MEDAL OF HONOR RECIPIENT



DESMOND DOSS
WORLD WAR II

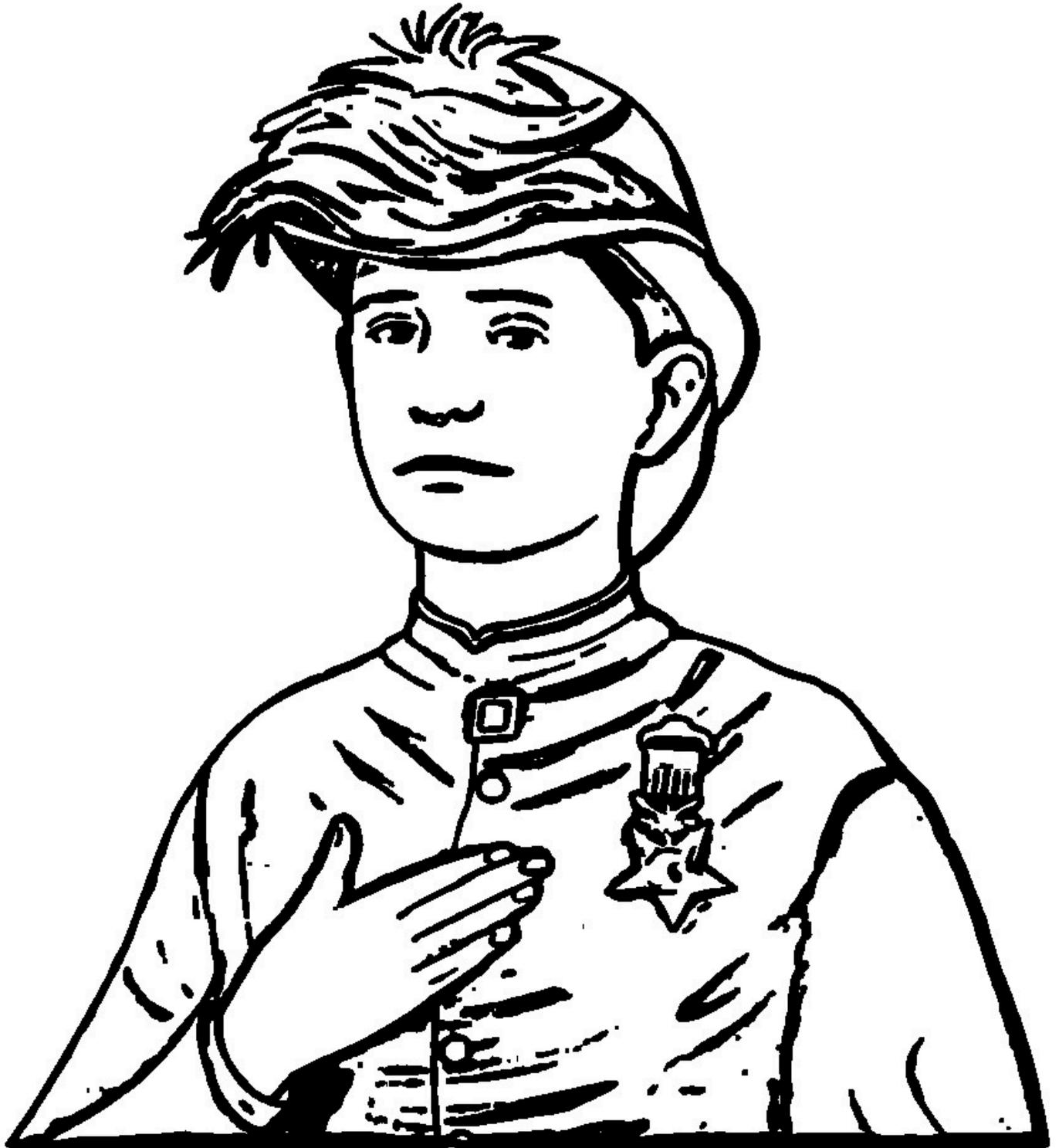
MEDAL OF HONOR RECIPIENT



RAY DUKE

KOREAN WAR

MEDAL OF HONOR RECIPIENT



DR. MARY WALKER

CIVIL WAR



HANDOUT | PIECE TOGETHER THE STORY

➔ Name: _____

➔ Directions: Cut out the pieces of Arthur MacArthur's story, and piece it together in order!

ARTHUR MACARTHUR'S STORY



He grabbed the flag, lifted it up, and led his fellow soldiers up the ridge.

Arthur MacArthur was only 18 years old when he fought at Missionary Ridge.

He showed patriotism by fighting for and working to make his country better.

Arthur MacArthur was awarded the Medal of Honor.

HANDOUT | PIECE TOGETHER THE STORY

➔ Name: _____

➔ Directions: Cut out the pieces of George Jordan's story, and piece it together in order!

GEORGE JORDAN'S STORY



George Jordan showed citizenship by fighting for his rights and serving his country.

He became a Buffalo Soldier and protected wagon trains and forts.

He was awarded the Medal of Honor.

George Jordan was born enslaved.

HANDOUT | PIECE TOGETHER THE STORY

➔ Name: _____

➔ Directions: Cut out the pieces of Alvin York's story, and piece it together in order!

ALVIN YORK'S STORY



He was awarded the Medal of Honor for his courage on the battlefield.

He helped capture over 130 enemy soldiers!

He showed great courage by charging a German line while under enemy fire.

Alvin York served as a soldier during World War I.

HANDOUT | PIECE TOGETHER THE STORY

➔ Name: _____

➔ Directions: Cut out the pieces of Desmond Doss's story, and piece it together in order!

DESMOND DOSS'S STORY



He did not want to carry a weapon.

He lowered many wounded soldiers
down a cliff to safety.

Desmond Doss was the first conscientious
objector to be awarded the Medal of Honor.

Desmond Doss wanted to serve in the
Army as a medic.

HANDOUT | PIECE TOGETHER THE STORY

➔ Name: _____

➔ Directions: Cut out the pieces of Ray Duke's story, and piece it together in order!

RAY DUKE'S STORY



Ray Duke served in the Army during the Korean War.

He and some of his fellow soldiers were cut off from their unit.

Ray Duke was awarded the Medal of Honor for sacrificing himself for his fellow soldiers.

He was wounded and told his men to leave him as he was slowing them down.

HANDOUT | PIECE TOGETHER THE STORY

➔ Name: _____

➔ Directions: Cut out the pieces of Dr. Mary Walker's story, and piece it together in order!

DR. MARY WALKER'S STORY



She was committed to helping people.

Dr. Walker is the only female Medal of Honor Recipient.

Mary Walker went to school to become a surgeon.

Dr. Walker operated on wounded soldiers.



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