Lessons, Activities and Resources to Support the Commemoration of Veterans Day

Division of Social Sciences and Life Skills
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History of Veterans Day

World War I – known at the time as “The Great War” - officially ended when the Treaty of Versailles was signed on June 28, 1919, in the Palace of Versailles outside the town of Versailles, France. However, fighting ceased seven months earlier when an armistice, or temporary cessation of hostilities, between the Allied nations and Germany went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918, is generally regarded as the end of “the war to end all wars.”

In November, 1919, President Wilson proclaimed November 11 as the first commemoration of Armistice Day with the following words: "To us in America, the reflections of Armistice Day will be filled with solemn pride in the heroism of those who died in the country’s service and with gratitude for the victory, both because of the thing from which it has freed us and because of the opportunity it has given America to show her sympathy with peace and justice in the councils of the nations…"

The original concept for the celebration was for a day observed with parades and public meetings and a brief suspension of business beginning at 11 a.m.

The United States Congress officially recognized the end of World War I when it passed a concurrent resolution on June 4, 1926, with these words:

Whereas the 11th of November 1918, marked the cessation of the most destructive, sanguinary, and far reaching war in human annals and the resumption by the people of the United States of peaceful relations with other nations, which we hope may never again be severed, and

Whereas it is fitting that the recurring anniversary of this date should be commemorated with thanksgiving and prayer and exercises designed to perpetuate peace through good will and mutual understanding between nations; and

Whereas the legislatures of twenty-seven of our States have already declared November 11 to be a legal holiday: Therefore be it Resolved by the Senate (the House of Representatives concurring), that the President of the United States is requested to issue a proclamation calling upon the officials to display the flag of the United States on all Government buildings on November 11 and inviting the people of the United States to observe the day in schools and churches, or other suitable places, with appropriate ceremonies of friendly relations with all other peoples.

An Act (52 Stat. 351; 5 U. S. Code, Sec. 87a) approved May 13, 1938, made the 11th of November in each year a legal holiday - a day to be dedicated to the cause of world peace and to be thereafter celebrated and known as "Armistice Day." Armistice Day was primarily a day set aside to honor veterans of World War I, but in 1954, after World
War II had required the greatest mobilization of soldiers, sailors, Marines and airmen in
the Nation's history; after American forces had fought aggression in Korea, the 83rd
Congress, at the urging of the veterans service organizations, amended the Act of 1938
by striking out the word "Armistice" and inserting in its place the word "Veterans." With
the approval of this legislation (Public Law 380) on June 1, 1954, November 11th became a day to honor American veterans of all wars.

Later that same year, on October 8th, President Dwight D. Eisenhower issued the first "Veterans Day Proclamation" which stated: "In order to insure proper and widespread observance of this anniversary, all veterans, all veterans' organizations, and the entire citizenry will wish to join hands in the common purpose. Toward this end, I am designating the Administrator of Veterans' Affairs as Chairman of a Veterans Day National Committee, which shall include such other persons as the Chairman may select, and which will coordinate at the national level necessary planning for the observance. I am also requesting the heads of all departments and agencies of the Executive branch of the Government to assist the National Committee in every way possible." (see full text of the proclamation attached) On that same day, the President sent a letter to the Honorable Harvey V. Higley, Administrator of Veterans' Affairs (VA), designating him as Chairman of the Veterans Day National Committee (full text of President Eisenhower's letter is attached).

In 1958, the White House advised VA's General Counsel that the 1954 designation of the VA Administrator as Chairman of the Veterans Day National Committee applied to all subsequent VA Administrators. Since March 1989 when VA was elevated to a cabinet level department, the Secretary of Veterans Affairs has served as the committee's chairman.

The Uniforms Holiday Bill (Public Law 90-363 (82 Stat. 250)) was signed on June 28,
1968, and was intended to insure three-day weekends for federal employees by celebrating four national holidays on Mondays: Washington's Birthday, Memorial Day, Veterans Day, and Columbus Day. It was thought that these extended weekends would encourage travel, recreational and cultural activities and stimulate greater industrial and commercial production. Many states did not agree with this decision and continued to celebrate the holidays on their original dates.

The first Veterans Day under the new law was observed with much confusion on
October 25, 1971. It was quite apparent that the commemoration of this day was a matter of historic and patriotic significance to a great number of our citizens, and so on September 20th, 1975, President Gerald R. Ford signed Public Law 94-97 (89 Stat. 479), which returned the annual observance of Veterans Day to its original date of November 11, beginning in 1978. This action supported the desires of the overwhelming majority of state legislatures, all major veterans' service organizations and the American people.

Veterans Day continues to be observed on November 11, regardless of what day of the week on which it falls. The restoration of the observance of Veterans Day to November
11 not only preserves the historical significance of the date, but helps focus attention on the important purpose of Veterans Day: A celebration to honor America's veterans for their patriotism, love of country, and willingness to serve and sacrifice for the common good.
Dear Mr. Higley:

I have today signed a proclamation calling upon all of our citizens to observe Thursday, November 11, 1954 as Veterans Day. It is my earnest hope that all veterans, their organizations, and the entire citizenry will join hands to insure proper and widespread observance of this day. With the thought that it will be most helpful to coordinate the planning, I am suggesting the formation of a Veterans Day National Committee. In view of your great personal interest as well as your official responsibilities, I have designated you to serve as Chairman. You may include in the Committee membership such other persons as you desire to select and I am requesting the heads of all departments and agencies of the Executive branch to assist the Committee in its work in every way possible.

I have every confidence that our Nation will respond wholeheartedly in the appropriate observance of Veterans Day, 1954.

Sincerely,

DWIGHT D. EISENHOWER
Veterans Day, 1954

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION

3071

Whereas it has long been our custom to commemorate November 11, the anniversary of the ending of World War I, by paying tribute to the heroes of that tragic struggle and by rededicating ourselves to the cause of peace; and

Whereas in the intervening years the United States has been involved in two other great military conflicts, which have added millions of veterans living and dead to the honor rolls of this Nation; and

Whereas the Congress passed a concurrent resolution on June 4, 1926 (44 Stat. 1982), calling for the observance of November 11 with appropriate ceremonies, and later provided in an act approved May 13, 1938 (52 Stat. 351), that the eleventh of November should be a legal holiday and should be known as Armistice Day; and

Whereas, in order to expand the significance of that commemoration and in order that a grateful Nation might pay appropriate homage to the veterans of all its wars who have contributed so much to the preservation of this Nation, the Congress, by an act approved June 1, 1954 (68 Stat. 168), changed the name of the holiday to Veterans Day:

Now, Therefore, I, Dwight D. Eisenhower, President of the United States of America, do hereby call upon all of our citizens to observe Thursday, November 11, 1954, as Veterans Day. On that day let us solemnly remember the sacrifices of all those who fought so valiantly, on the seas, in the air, and on foreign shores, to preserve our heritage of freedom, and let us re-consecrate ourselves to the task of promoting an enduring peace so that their efforts shall not have been in vain.

I also direct the appropriate officials of the Government to arrange for the display of the flag of the United States on all public buildings on Veterans Day.
In order to insure proper and widespread observance of this anniversary, all veterans, all veterans' organizations, and the entire citizenry will wish to join hands in the common purpose.

Toward this end, I am designating the Administrator of Veterans' Affairs as Chairman of a Veterans Day National Committee, which shall include such other persons as the Chairman may select, and which will coordinate at the national level necessary planning for the observance. I am also requesting the heads of all departments and agencies of the Executive branch of the Government to assist the National Committee in every way possible.

IN WITNESS WHEREOF, I have hereunto set my hand and cause the Seal of the United States of America to be affixed.

Done at the City of Washington this eighth day of October in the Year of our Lord nineteen hundred and fifty-four, and of the Independence of the United States of America the one hundred and seventy-ninth.

DWIGHT D. EISENHOWER
Elementary Level Lesson Plans and Activities
Veterans Day  
Lesson Plan

GRADE LEVEL/COURSE: Social Studies, PreK - 5

TITLE: Veterans in My Family

OBJECTIVES:

1. To create a visual of students’ family members who are or were veterans.
2. To develop an appreciation for people who have served the United States in times of war and times of peace.

SUGGESTED TIME:

Two - three class periods

MATERIALS/AIDS NEEDED:

1. K-W-L Chart
2. White stars cut from construction paper (stars must be large enough to write the name of a veteran, branch of service, and war or conflict in which they served.)
3. Red and Blue ribbon to staple stars when completed.

DESCRIPTION OF ACTIVITIES:

1. Draw a K – W – L Chart on the board or on a large sheet of paper.
2. Ask students what a veteran is. Ask if they know anyone who is a veteran.
3. Record student responses on the KNOW, WANT TO KNOW part of the K-W-L chart.
4. As a homework assignment, have students ask if anyone in their family (grandparents, parents, cousins, siblings, aunts or uncles, or whomever they wish to include) served in any branch of the United States military during peacetime or wartime. Ask them to collect the names of these individuals, the branch of service they (are) were in, their rank, and the war (s) and/or conflict(s) in which they served. (Include veterans who served during times of peace, as well.) Students may also include any commendations received by the veteran.

Example: Capt. Sheronda Smith, US Navy, Vietnam War

(Note: Lower elementary teachers may prefer to cut out stars and send them home with students along with a description of the project.)
5. When students return to the classroom with their list, they are to write the names and other information on the stars.
6. Cut the ribbon into lengths that can be easily displayed in a hallway or on a class wall. Staple the stars to the ribbon about 2 inches apart.
7. Hang the ribbons in the hallway or classroom to create a display of veterans for the school to examine and appreciate.
8. Complete the WHAT WE LEARNED part of the K-W-L chart.

LESSON EXTENSION:

- Brainstorm with students a list of questions that could be used to interview a veteran. Students interview one or more of the veterans and create an oral history of veterans in your community.
- Have students research the history and significance of medals and commendations awarded to these veterans and make a display giving details about each medal.
- Interview spouses, siblings, or children of these veterans about how being separated from the veteran during wartime affected them and what they remember.

SOURCE: The lesson was adapted from a lesson by Clara Southerland at www.lessonplanspage.com.
Veterans Day Lesson Plan

GRADE LEVEL/COURSE: Social Studies

TITLE: What is Veterans Day?

OBJECTIVES:
1. Students will learn why Americans celebrate the Veterans Day holiday.
2. Students will practice reading comprehension skills.

SUGGESTED TIME: Two class periods

MATERIALS/AIDS NEEDED:
1. Copies of The Story of Veterans Day (Provided)
   *Read more on TeacherVision: http://www.teachervision.fen.com/veterans-day/history/3204.html#ixzz1cJHGprEN
2. Copies of Veterans Day Reading Comprehension Questions (Provided)
3. Several Dictionaries

DESCRIPTION OF ACTIVITIES:
1. Distribute the Veterans Day Reading Comprehension Questions.

2. Instruct the students to look the words up in the dictionary and write the definitions on a separate piece of paper.

3. Distribute The Story of Veterans Day and ask the students to read it.

4. Ask students to underline the vocabulary words and then answer the Veterans Day Reading Comprehension Questions.

5. As a culminating activity, have a class discussion about the way different countries remember and honor their war veterans.
LESSON EXTENSION:

- As an extension activity, have small groups of students to do research on the way veterans are honored in a selected group of countries. Students may focus on countries inside of one region or complete extended research on one country.

- Students may choose a variety of ways to present their findings to the class. Allow students time to infuse technology into their projects to allow for more interesting presentations.

SOURCE: This lesson was adapted from teachervision.fen.com
November 11 is Veterans Day. A veteran is a soldier who has served his/her country. Thirty-five countries fought in World War I. They fought for five years, from 1914 to 1918. The United States fought in the war from 1917 to 1918.

Finally the countries stopped fighting. The leaders signed an armistice. They signed the armistice on the eleventh hour of the eleventh day of the eleventh month. The armistice meant that the war was over.

Americans were very happy to hear about the armistice. No more soldiers would die in the war. The soldiers could come home. People went out into the streets and laughed and danced. They blew horns and whistles and rang bells. They sang songs. They thought that there would never be another war.

President Wilson made November 11 a holiday to remember the end of the war. The holiday was called Armistice Day. At eleven o’clock in the morning, everyone stopped doing whatever they were doing. People were completely silent for one minute. This minute was to remember all the soldiers who have died in wars.

The body of an unknown soldier was brought to America from the cemetery in France. His body was buried in a tomb at Arlington National Cemetery. It was called the Tomb of the Unknown Soldier.

The US was in more wars including World War II, the Korean War, the Vietnam War, and the wars in Iraq and Afghanistan. To honor all veterans, the name of the holiday was changed to Veterans Day. The bodies of three more unknown soldiers were brought to the cemetery. On Veterans Day, there are special services at the Tomb of the Unknowns.

On Veterans Day, Americans remember and honor all the veterans
Veterans Day Comprehension Questions

I. Do you know these words? Find the words in the story. Draw a line under them. Copy the words. Look them up in the dictionary and write down their meanings.

veteran horn honor
soldier whistle unknown
fight/fought ring/rang war
world war bell eleven
country silent tomb
armistice silence remember
leader bury services
sign cemetery

III. Read these sentences and answer the questions.

1. What did the Armistice mean?
2. Who do Americans honor on Veterans Day?
3. When do Americans observe one minute of complete silence?
4. If you are from a country outside of the United States, do you have a day to remember soldiers who died in wars?
5. If so, when is it?
6. What happens on that day?
7. In general, what are the reasons that nations go to war?

From Pearson Education, Inc.
VETERANS DAY
LESSON PLANS

GRADE LEVEL/COURSE: Social Studies, Kindergarten – Grade 5

TITLE: Remembering Our Soldiers

OBJECTIVES:

1. Students will grow in their understanding of the important role our troops play, and the important role citizens play in keeping up our troops’ morale.

2. Involve themselves in community service by writing letters for, or gathering things to send to, our troops.

SUGGESTED TIME: One-two class periods

MATERIALS/AIDS NEEDED:

1. Computer Access. If a computer lab is not available, students may log on to various websites in small groups inside of their classrooms.
2. Construction Paper
3. Colored Pencils or markers

DESCRIPTION OF ACTIVITIES:

1. Let’s Say Thanks (www.letssaythanks.com)

   This Web site gives you an opportunity to send a free printed postcard to U.S. military personnel stationed overseas. Show your support and appreciation to our troops in three easy steps.

2. A Million Thanks (www.امillionthanks.org)

   Students of Lutheran High School in Orange, California, started this project. Their goal is to send a million letters or postcards to our troops -- and they've almost achieved that goal. You can help them achieve that goal in time for Veterans Day! Visit the link above to learn how.

3. Primary students can also use art supplies to create special cards for our troops. Various non-profit organizations exist that can assist in getting the cards directly to our troops serving in the armed forces.
LESSON EXTENSION:

The following charitable organizations help send gifts, cards, and care packages to our troops:

**The Billy Blanks Foundation** - The Billy Blanks Foundation was founded by the creator of Tae Bo. One of the foundations many projects is sending care packages to U.S. Service members in Iraq and Afghanistan.

**Adopt a Platoon** - Support the troops through gifts and sponsored mail.

**Any Soldier** - Sponsor care packages to service members in Iraq.

**Army and Air Force Exchange Services** - Purchase gift certificates for active and hospitalized service members.

**Blue Star Mothers** - Organizes postcards to troops and care packages, and is currently petitioning Congress for reduced air fares for service members.

**Books for Soldiers** - Donate books, movies, and more.

**Cell Phones for Soldiers** - Donate your old cell phones, which pay for calling cards for our troops.

**Commissary Gift Certificates** - Give the gift of groceries -- buy or donate gift certificates.

**DefendAmerica** - Send a virtual thank-you card.

**A Million Thanks** - Collects emails and letters of appreciation for our armed forces.

**Operation Air Conditioner** - Help pay for air conditioners and heaters for the troops.

**Operation Dear Abbey** - Send greetings and messages of support.

**Operation Give** - Donate toys to be given to the children of Iraq.

**Operation Gratitude** - Contribute to care packages sent to our service members.

**Operation Homefront Hugs** - Contribute to care packages, or adopt a service member.

**Operation Troop Aid** - Provide care packages for our deployed U.S. Servicemembers.

**Operation Uplink** - Donate a calling card to help keep servicemembers in touch with their families.
Operation USO Care Package - Sponsor a care package for $25.

Treats for Troops - Purchase care packages for Soldiers.

SOURCE: This lesson plan was adapted from one created by Gary Hopkins at www.EducationWorld.com
ELEMENTARY CLASSROOM ACTIVITIES AND PROJECTS

After students have learned about the history of Veterans Day, assign one or more of the following activities:

- Start a class project of writing to hospitalized veterans, letting them know they aren't forgotten. Students can write about their interests and activities. They can also tell what they have learned about Veterans Day. (Don't be disappointed if your class doesn't receive personal responses from the vets. The letters are still appreciated.)

- Provide drawing paper, markers, crayons and scissors. Have students design giant stamps to honor veterans. Have them cut scalloped edges around the stamps. The stamps can be given to the local veteran’s hospital or to a VA center. Check out this website to locate veterans programs near you: www1.va.gov/directory/guide/home.asp?isFlash=1

- Invite veterans to a class or school commemoration of Veterans Day. Invite them to speak to students about the importance of service to one’s country, including military and civilian service.
Secondary Level Lesson Plans And Activities
VETERANS DAY
LESSON PLANS

GRADE LEVEL/COURSE: Social Studies, Grades 9 -12

TITLE: Medal of Honor: Portraits of Valor Beyond the Call of Duty

OBJECTIVES:

1. Identify the major wars (conflicts) the United States has been involved in since the birth of our nation.
2. Trace the history of the Medal of Honor from its inception in 1861 to the present (number of recipients, conflicts, three forms of the medal, etc.)
3. Describe the history of Veterans Day
4. Describe the heroic acts performed by one or more of the six medal recipients living in Idaho

SUGGESTED TIME:

Two – Three Class periods in addition to research and preparation

MATERIALS NEEDED:

1. Handout from the State Historical Society with picture of the Medal of Honor
2. Internet access
4. Library research

DESCRIPTION OF ACTIVITIES:

Class #1 –

Discuss what is a “hero” or being “heroic.” Look up the definitions. How can those definitions be improved? The class lists the characteristics they think are important for a hero. What is the class definition of a “hero?”

The class lists their heroes and classifies them into categories. Suggested categories could include sports heroes, heroes connected to popular culture (musicians, actors, etc.), historical figures, local or personal heroes, or heroes from literature or fiction. Are heroes important in every day life? Are heroes from the past still important today?

Discuss heroes connected to a certain event or time period in history. These can be political leaders, military personnel, or individuals mentioned in history books. What is the current opinion of military heroes? Ask if anyone has heard of the Medal of Honor. Recipients of the award are never called “winners.” This is a different kind of award. Read the medal's inscription “For conspicuous gallantry and intrepidity at the risk of life
above and beyond the call of duty.” Give a brief history of the Medal of Honor.

Medal of Honor Partner Project:

Teams of students (3-6 on a team) gather information on a particular Medal of Honor recipient of their choice or the teacher’s choice. Students do research using the library and Internet, reading, taking notes and outlining. Each team assigns one or more people to gather information specifically on the recipient with a brief biographical summary and a summary of the action recognized by the Medal citation. Another person or persons are assigned to establish the historical context. They “set the scene” by writing a short summary of the military action, conflict or campaign connected to the recipient. One or two people on the team are assigned to write the short-term and long-term consequences of the heroic action. What happened to the recipient and to the people he or she helped? Why do you think he/she was able to act with such heroism? Was there a historical significance in this action? Was there a personal significance – how did this change the recipient’s life?

Class #2 (After research and preparation)

Teams present their information to the class. The presentations can be made orally or in Power Point. The class can decide if they will organize all of their presentations in a notebook in paper form or as a computer site. Students should be prepared to listen intently to each presentation and think of questions or comments on the subject. An additional class may be needed to listen to all of the presentations. Ask the students if this project changed their idea of a hero. Ask them to explain their reaction to reading and hearing of these accounts of heroism. Some ideas for discussion include: How does an ordinary person end up doing something so extraordinary? What were some of the different actions of the Medal of Honor recipients? Some gave their lives and saved their units or their friends; some saved their regimental flag being taken by the enemy; or overcame overwhelming odds in a battle; or did something innovative and unexpected to win a battle. Their action could be something done in seconds or something done in years such as resistance as a Vietnam POW. Does this change the class definition of a hero and being heroic?

Class #3 Additional presentations or class viewing of American Valor.

LESSON EXTENSION:

Writing activities: After researching and learning about Medal of Honor recipients, students can write an essay on heroes in their personal lives.
Write an explanation of these quotes regarding the Medal of Honor from historical leaders:

“I would rather have the blue band of the Medal of Honor around my neck than to be President of the United States.” Harry S. Truman

“I’d give my soul for that decoration.” General George S. Patton Jr.

Write an explanation of these quotes from Medal of Honor recipients:

“It is harder to wear the Medal than to earn it.” Navy Corpsman Don Ballard, valor in Viet Nam.

“Whenever you see the Medal, you see millions of people out there who have given their service and sacrifice for your freedom.” Army Ranger Pete Lemon, valor in Viet Nam.

Using biographies and historical accounts, write a fictional interview with a Medal of Honor recipient during the time period of his/her service. Write an interview with witnesses to the action.

Compare websites on the Medal of Honor and recipients and create an annotated bibliography for class or school library use.

Compare any of the Medal of Honor recipients to heroes in literature.

Research any of the Medal of Honor recipients that survived their military service and find out how their lives were changed and what happened to them.

Research and list other military medals and awards for merit and service. Research awards given for heroic actions by civilians. Create a medal for merit for someone who contributes their time to your school.

Invite a veteran or a member of the military to talk to the class and discuss what a hero is.

**SOURCE:** This lesson plan is available at iowahistory.org
Veterans Day
Lesson Plan

GRADE LEVEL/COURSE: Social Studies, Secondary (Grades 6 – 12)

TITLE: Veterans Day Newspaper

OBJECTIVES:

1. Identify and understand the events which led to the observance of Veterans Day as a national holiday.
2. Organize and write a newspaper summarizing the basic conflict of various wars in American history.
3. Locate places where events, which led to the observance of Veterans Day, took place.
4. Compare and contrast Veterans Day (Armistice Day) celebrations in different parts of the world.

SUGGESTED TIME:
Three-four class periods (research required)

MATERIALS/AIDS NEEDED:

1. Copies of the History of Veterans Day article
2. Dictionary
3. Internet Access
4. Copies of the Veterans Day Research Worksheet
5. Copies of the Veterans of U.S. Wars and Their Dependents handout

DESCRIPTION OF ACTIVITIES:

1. Divide students into small groups of three - four students each. Explain that each group will be responsible for producing a newspaper on a conflict in U.S. history.
2. Have students look up and write the definitions of the following vocabulary words:
   Veteran
   POW
   Armistice
   Commemoration
   Memorial
3. After students have defined the words, check their understanding by leading a class discussion on what the words mean and how they are used in different contexts.
4. Have students read the History of Veterans Day article and review the Veterans of U.S. Wars and Their Dependents. (Both articles are included.)
5. Have students discuss why it is important to remember those who have fought for their country.

6. Generate a list of armed conflicts/wars with which your students are familiar. Help students by teaching them the names of conflicts that are unfamiliar to them. The following is a list of the major conflicts in which American soldiers fought:

   - American Revolution
   - War of 1812
   - Mexican-American War
   - Civil War
   - Indian Wars
   - Spanish-American War
   - Mexican Border
   - World War I
   - World War II
   - Korean Conflict
   - Vietnam War
   - Grenada Conflict
   - Persian Gulf War
   - Iraq and Afghanistan Conflicts

7. Assign each group one of the conflicts to research. Tell students that they must be able to answer all of the questions on the Veterans Day Research Worksheet before they begin writing their newspaper article.

8. Review the guidelines for writing a newspaper article with the students. Inform them that in a newspaper article, the most important facts (who, what, when, where, and why) are all included in the first paragraph of the article. The details and background should be included in paragraphs that appear later in the article.

9. Have each group write an article for a class newspaper about the war researched. Encourage students to look for additional information in textbooks, reference materials or on the Internet.

10. Once articles have been written, edited by the group, and proofread by the teacher, ask students to put the articles together into a newspaper which can be produced electronically or by using paper and transparent tape.

SOURCES:

The History of Veterans Day article was adapted from an article of the Department of Veterans Affairs website. The lesson plan was adapted for the Pearson Education website – teachervision.fen.com/veterans-day/lesson-plan
Veterans Day Research Worksheet

Conflict/war: __________________________________________________________

Group Members: ____________________________
____________________________
____________________________
____________________________
____________________________

Directions: Using at least 3 sources (examples: textbooks, library books, reference books, the Internet) answer each of the questions below about the conflict/war you are researching.

1. What were the basic issues that led to war?

2. Describe the major events leading up to the conflict.

3. What turned a disagreement into a war or armed conflict? When was war declared?

4. How long did the war last and during which years did fighting take place? (Specific dates are required for this question.)
5. How did the conflict come to an end?

6. Did the conflict result in a lasting peace?

7. How many American fought in the conflict? How many were killed?

8. Is there a memorial to the soldiers of the conflict you researched? If so, where is it and what does it look like?

9. List at least 3 sources your group used to answer the questions on this worksheet.
As of July 1, 1997, there were approximately 25.6 million veterans living in the United States. Nearly 80 of every 100 living veterans served during a period when the U.S. was involved in an armed conflict.

Almost one-third of the nation’s population—approximately 70 million veterans, their dependents, and survivors of deceased veterans—are potentially eligible for VA benefits and services.

Veteran’s benefits have existed since the origins of the nation. The last dependent of a Revolutionary War veteran died in 1911; the War of 1812’s last dependent died in 1946; the Mexican War’s in 1962. Some 1,131 children and widows of Spanish-American War veterans are receiving VA benefits. There are, in fact, still a few surviving widows and children of Civil War and Indian War veterans who draw VA benefits.

<table>
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<th>Surviving Spouses</th>
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<td>4,867</td>
<td>2,881</td>
<td>68,867</td>
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<tr>
<td>Vietnam War</td>
<td>799,313</td>
<td>17,951</td>
<td>8,290</td>
<td>98,533</td>
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<tr>
<td>Persian Gulf War</td>
<td>192,929</td>
<td>5,805</td>
<td>319</td>
<td>3,766</td>
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<tr>
<td>Iraq</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
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<tr>
<td><strong>Total</strong></td>
<td>2,554,214*</td>
<td>67,445**</td>
<td>18,772***</td>
<td>575,462****</td>
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*Includes 536,089 peacetime veterans with service between January 31, 1955, and August 5, 1954; peacetime veterans with service beginning after May 7, 1975, and all other peacetime periods; and 3 World War I Retired Emergency Officers.

** Includes 10,211 children of deceased peacetime veterans.

*** Includes 3, 337 parents of deceased peacetime veterans.

**** Includes 38,154 surviving spouses of deceased peacetime veterans.

SOURCE: Department of Veterans Affairs
SECONDARY CLASSROOM ACTIVITIES AND PROJECTS

After reading or studying various wars and conflicts in which the United States has been involved, have students complete one of the following writing activities:

• You are in a battalion in France during World War I. You have endured weeks of extreme cold, hunger, illness, and the death of friends. Finally, you are able to write home to your family. You know that they are very concerned because they haven't heard from you in weeks. Write a letter telling them how much they have meant to you during one of the most difficult periods of your life.

• At the beginning of World War II, you have recently graduated from high school and plan to enter college in a couple of months. When you come home one afternoon, you find 2 letters addressed to you in the mailbox. One is from the college of your choice, offering a full scholarship for the next 4 years. The other is from the U.S. government, stating that you have been drafted and must report for duty in 3 weeks. Write the college president a letter thanking him and explaining why you must decline the scholarship.

• In your school days during the Korean War, you and your girlfriends have shared many things. Now that you have graduated, they all want one thing: to get married, have a family, and buy a small house. But you want adventure first. Seeing the world is something you have always dreamed of. Now is your opportunity. Joining the WAVES (Naval military service for women) could turn that dream into a reality. But first you must convince your parents--what will you say?

• It is the height of the Vietnam War. All of your boyhood friends have volunteered for the armed services. Everywhere you look, you are reminded of the war. But you cannot go because of an asthmatic condition. Explain to those who are preparing to leave for boot camp how you feel about being left behind.

• It is 2011 and you are completing high school and contemplating entering the military. Write a series of 6-8 questions you wish to consider before making your choice to join the service or take another direction in your life.
Other Activities:

- World War I has been called a "singing war" because so many memorable songs became popular during that war—and have remained popular to this day. Invite your students to learn a song popular in World War I: "Pack Up Your Troubles in Your Old Kit Bag," "Over There," or "The Old Grey Mare." Then use the song as a springboard for further exploration. Some of these songs were sung to recruit volunteers and encourage civilians to contribute to the war effort. What specific elements of the songs make people want to sing them? What might inspire young people to sign up? Compare the song lyrics to poems such as "It Shall Not Be Again!" by Thomas Curtis Clark and "In Flanders Fields" by John McCrae. Are the songs realistic about war? What words might students expect to find in a realistic war song? What rhythm? (These song lyrics are attached)

- At the Arc de Triomphe in Paris, a perpetual flame was lit on November 11, 1919, in honor of an unknown soldier; it has been burning ever since. Have students figure out the exact number of decades, years, months, weeks, and days the flame has been burning. Discuss why each country has an unknown, and what such memorials mean to families who never know for sure what happened to their loved ones. Discuss MIA's in Vietnam.

- Invite veterans to a class or School Commemoration of Veterans Day. Invite them to speak to students about the importance of service to one’s country, including military and civilian service.
Pack up your Troubles

First Verse
Private Perks is a funny little codger
   With a smile a funny smile.
Five feet none, he’s and artful little dodger
   With a smile a funny smile.
Flush or broke he’ll have his little joke,
   He can’t be suppress’d.
All the other fellows have to grin
When he gets this off his chest, Hi!

Chorus (sung twice after each verse)
Pack up your troubles in your old kit-bag,
   And smile, smile, smile,
While you’ve a lucifer to light your fag,
   Smile, boys, that’s the style.
What’s the use of worrying?
   It never was worth while, so
Pack up your troubles in your old kit-bag,
   And smile, smile, smile.

Second Verse
Private Perks went a-marching into Flanders
   With his smile his funny smile.
He was lov’d by the privates and commanders
   For his smile his funny smile.
When a throng of Bosches came along
   With a mighty swing,
Perks yell’d out, “This little bunch is mine!
   Keep your heads down, boys and sing, Hi!

Third Verse
Private Perks he came back from Bosch-shooting
   With his smile his funny smile.
Round his home he then set about recruiting
   With his smile his funny smile.
He told all his pals, the short, the tall,
   What a time he’d had;
And as each enlisted like a man
Private Perks said ‘Now my lad,’ Hi!

Listen to a recording of this song at:
http://www.firstworldwar.com/audio/packupyourtroubles.htm
Over There

Johnnie, get your gun,
Get your gun, get your gun,
Take it on the run,
On the run, on the run.
Hear them calling, you and me,
Every son of liberty.
Hurry right away,
No delay, go today,
Make your daddy glad
To have had such a lad.
Tell your sweetheart not to pine,
To be proud her boy's in line.
(chorus sung twice)

Johnnie, get your gun,
Get your gun, get your gun,
Johnnie show the Hun
Who's a son of a gun.
Hoist the flag and let her fly,
Yankee Doodle do or die.
Pack your little kit,
Show your grit, do your bit.
Yankee to the ranks,
From the towns and the tanks.
Make your mother proud of you,
And the old Red, White and Blue.
(chorus sung twice)

Chorus
Over there, over there,
Send the word, send the word over there -
That the Yanks are coming,
The Yanks are coming,
The drums rum-tumming
Ev'rywhere.
So prepare, say a pray'r,
Send the word, send the word to beware.
We'll be over, we're coming over,
And we won't come back till it's over
Over there.

Listen to a recording of this song at:
http://www.firstworldwar.com/audio/packupyourtroubles.htm
The Old Gray Mare

Adapted Spiritual
Written By: Unknown
Copyright Unknown

The old gray mare,
She ain't what she used to be
Ain't what she used to be,
Ain't what she used to be
The old gray mare,
She ain't what she used to be
Many long years ago.

Many long years ago,
Many long years ago,
The old gray mare,
She ain't what she used to be
Many long years ago.

The old gray mare,
She kicked on the whiffletree,
Kicked on the whiffletree,
Kicked on the whiffletree
The old gray mare,
She kicked on the whiffletree
Many long years ago.

Many long years ago,
Many long years ago,
The old gray mare,
She kicked on the whiffletree
Many long years ago.
VETERANS DAY
LESSON PLAN

GRADE LEVEL/COURSE: Social Studies, (Secondary) Grades 6 – 12

TITLE: Veteran’s Day - Graphing Our History of Sacrifice

OBJECTIVES:

1. Study data related to the number of Americans, both military and civilian, who have lost their lives in wars and conflicts.
2. Create a graph to illustrate that data.
3. Understand the significance of Veterans Day as a day for remembering the sacrifices of our veterans, including those who lost their lives in service to their country.

SUGGESTED TIME: Two-three class periods

MATERIALS NEEDED:

1. Internet access (preferred) so students can work with the free online tool, Create a Graph; options for using this graph-creation tool include using a school’s choice of graphing software or art supplies
2. Access to (or printouts from) Americans Killed in Action (Provided) and American War Deaths throughout History (Provided)

DESCRIPTION OF ACTIVITIES:

1. In this lesson, students use an Internet-based tool (provided) or graphing software to create graphs showing our nation's "history of sacrifice." The graphs serve as visual reminders of those who fought for our country so we might enjoy the freedom we have today, and of the reasons we pause each year on Veterans Day to remember and honor their service.
2. Give students access to Americans Killed in Action (provided) and American War Deaths throughout History (Provided)
3. Have students look over the lists. Talk about the number of conflicts from the American Revolution to Operation Iraqi Freedom. In how many of those conflicts have more than 100 American lives been sacrificed? In how many of those conflicts have more than 1,000 American lives been lost? (Note: More current statistics from the wars in Iraq and Afghanistan can be found on the Department of Defense website at http://siadapp.dmdc.osd.mil/personnel/CASUALTY/castop.htm
4. In order for students to see clearly the number of service men and women whose lives we remember, have them create a graph in which they illustrate all the conflicts in which 1,000 or more lives were lost. Students might create the graphs
using art supplies. Since the numbers of casualties are so large for some wars, older students will be able to do this much more easily than younger students. Younger students might round off all numbers to the nearest thousand.

Students may draw the graph by hand or utilize Create a Graph, a free online tool. This tool offers you four graphing options. For this lesson, the bar graph or pie graph tools are best.

5. Students use their graphs to complete a quiz that includes the five questions below. (Note: Questions and answers might be adjusted for younger quiz takers or if rounded numbers are used on the graph.)

• How many Americans were killed in the Vietnam War? (58,219)
• Were more American lives sacrificed in the Civil War or in World War II? (the Civil War)
• In which war did almost 117,000 Americans lose their lives? (World War I)
• How many more lives were lost in the Vietnam War than were lost in the Korean War? 3,973 lives
• In how many wars on the chart did 100,000 or more Americans die? (three wars)
<table>
<thead>
<tr>
<th>Years</th>
<th>Location</th>
<th>Killed</th>
<th>Wounded</th>
<th>Dollar Cost</th>
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</thead>
<tbody>
<tr>
<td>1775-1783 (1)</td>
<td>Revolutionary War</td>
<td>25324</td>
<td>8445</td>
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</tr>
<tr>
<td>1789</td>
<td>Indian Wars</td>
<td>6125</td>
<td>2156</td>
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<tr>
<td>1798-1800</td>
<td>Franco-American Naval War</td>
<td>20</td>
<td>42</td>
<td>--</td>
</tr>
<tr>
<td>1801-1815</td>
<td>Barbary Wars</td>
<td>35</td>
<td>64</td>
<td>--</td>
</tr>
<tr>
<td>1812-1815</td>
<td>War of 1812</td>
<td>2260</td>
<td>4505</td>
<td>--</td>
</tr>
<tr>
<td>1814</td>
<td>Marquesas Islands</td>
<td>4</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>1822-1825</td>
<td>West Indies</td>
<td>3</td>
<td>5</td>
<td>--</td>
</tr>
<tr>
<td>1832</td>
<td>Sumatra</td>
<td>2</td>
<td>11</td>
<td>--</td>
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<tr>
<td>1835-1836</td>
<td>Texas War Of Independence</td>
<td>704</td>
<td>138</td>
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<td>1846-1848</td>
<td>Mexican War</td>
<td>13283</td>
<td>32</td>
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<td>1855</td>
<td>Fiji</td>
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<td>2</td>
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<td>1859-1860</td>
<td>Texas Border Cortina War</td>
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<td>18</td>
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<td>1861-1865 (2)</td>
<td>Civil War, North</td>
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<td>281,104</td>
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<td>Civil War, South</td>
<td>199,110</td>
<td>137,102</td>
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<td>1853</td>
<td>Japan</td>
<td>5</td>
<td>6</td>
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<td>1867</td>
<td>Formosa</td>
<td>1</td>
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<td>Mexico</td>
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<td>4</td>
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<td>1871</td>
<td>Korea</td>
<td>4</td>
<td>10</td>
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<td>1898</td>
<td>Spanish American War</td>
<td>2893</td>
<td>1637</td>
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<td>1899-1902</td>
<td>Philippines War</td>
<td>4273</td>
<td>2840</td>
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<td>1899</td>
<td>Samoa</td>
<td>4</td>
<td>5</td>
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<td>1900</td>
<td>China Boxer Rebellion</td>
<td>53</td>
<td>253</td>
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<td>1902-1913</td>
<td>Moro Campaigns</td>
<td>130</td>
<td>300</td>
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<td>1904</td>
<td>Dominican Republic</td>
<td>1</td>
<td>0</td>
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<td>1911-1919</td>
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<td>69</td>
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<tr>
<td>1912</td>
<td>Nicaragua</td>
<td>5</td>
<td>16</td>
<td>--</td>
</tr>
<tr>
<td>Year(s)</td>
<td>Location</td>
<td>Casualties</td>
<td>Deaths</td>
<td>Total</td>
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<tr>
<td>----------</td>
<td>----------------------</td>
<td>------------</td>
<td>--------</td>
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</tr>
<tr>
<td>1915-1920</td>
<td>Haiti</td>
<td>146</td>
<td>26</td>
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<tr>
<td>1916-1922</td>
<td>Dominican Republic</td>
<td>144</td>
<td>50</td>
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<td>1917-1918</td>
<td>World War I</td>
<td>116708</td>
<td>204002</td>
<td>$33 bil</td>
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<tr>
<td>1918-1919</td>
<td>Russia North Expedition</td>
<td>246</td>
<td>307</td>
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<tr>
<td>1918-1920</td>
<td>Russia Siberia Expedition</td>
<td>170</td>
<td>52</td>
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<tr>
<td>1921-1941</td>
<td>China Yangtze Service</td>
<td>5</td>
<td>80</td>
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<tr>
<td>1927-1932</td>
<td>Nicaragua</td>
<td>136</td>
<td>66</td>
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<td>1941</td>
<td>North Atlantic Naval War</td>
<td>141</td>
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<td>1941</td>
<td>Pearl Harbor</td>
<td>2388</td>
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<tr>
<td>1941-1945</td>
<td>World War II</td>
<td>408306</td>
<td>670846</td>
<td>$360 bil</td>
</tr>
</tbody>
</table>

**1941-1945**

Numbers are estimates

- Army: 256,267
- Army AF: 53,007
- Merchant Marine: 9,300
- Navy: 34,607
- Marine Corps: 17,376 to 19,733

**1942, Jun through Aug**

Aleutian Campaign

- US 549; Japan 2352
- US 1148 combat; 2100 weather

**1945, Apr through Jun**

Okinawa

- US Navy 5,000
- USMC/Army 8,000
- Japan 107,539
- Civilians 142,058
- US 38,000
<p>| Date          | Event               | Location          | Casualties                  | |---|---|---|---|---|---|---|
| 1945, Feb 19 through Mar 16 | Iwo Jima | USMC 6,891 Japan 19,788 Civilians -- | US 18,070 | |
| 1942, Jun 3/7 | Midway | 307 | -- | |
| 06 Jun 1944 | D-Day | Allied WIA 7900 (approx) Allied KIA 2,400 (approx) British KIA/WIA 2,700 Canadian KIA/WIA 946 United States KIA 1465 WIA 3184 MIA 1928 POW 29 | -- | |
| 1945 | Iwo Jima | 6503 | -- | |
| 1945-1947 | Italy Trieste | 6 | 14 | -- |
| 1945-1947 | China Civil War | 12 | 42 | -- |
| 1950 | Inchon | 670 | -- | |
| 1950-1953 | Korean War | 54246 | 103284 | $50 bil |
| 1954 | Matsu and Quemoy | 3 | 0 | -- |
| 1957-1975 | Vietnam War | 58219 (4) | 153356 | $111 bil |
| 1958-1984 | Lebanon | 268 | 169 | -- |
| 1962 | Cuba | 9 | 0 | -- |
| 1964 | Panama Canal Riots | 4 | 85 | -- |
| 1965-1966 | Dominican Republic | 59 | 174 | -- |
| 1966-1969 | South Korea | 89 | 131 | -- |
| 1967 | Israel Attack/USS Liberty | 34 | 171 | -- |
| 1968 | Tet Offensive (Vietnam) | 7040 | 0 | -- |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
<th>Casualties</th>
<th>Injuries</th>
<th>Damage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>Operation Desert One</td>
<td>8</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>1980-1991</td>
<td>Terrorism</td>
<td>28</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>1983</td>
<td>Grenada</td>
<td>19</td>
<td>100</td>
<td>$76 mil</td>
</tr>
<tr>
<td>1983</td>
<td>Beirut Lebanon</td>
<td>241</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1983</td>
<td>El Salvador</td>
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<td>0</td>
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</tr>
<tr>
<td>1984-1989</td>
<td>Honduras</td>
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<td>28</td>
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</tr>
<tr>
<td>1986</td>
<td>Libya</td>
<td>2</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>1987</td>
<td>Persian Gulf</td>
<td>148</td>
<td>467</td>
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<tr>
<td>1989-1990</td>
<td>Panama</td>
<td>40</td>
<td>240</td>
<td>$163 mil</td>
</tr>
<tr>
<td>1993, Feb</td>
<td>Terrorism, World Trade Center</td>
<td>6</td>
<td>1000+</td>
<td>--</td>
</tr>
<tr>
<td>1995</td>
<td>Terrorism Oklahoma City</td>
<td>168</td>
<td>400+</td>
<td>--</td>
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<tr>
<td>1995, Nov</td>
<td>Terrorism Riyadh, Saudi Arabia</td>
<td>7</td>
<td>42</td>
<td>--</td>
</tr>
<tr>
<td>1995-2000</td>
<td>Terrorism</td>
<td>77</td>
<td>--</td>
<td>--</td>
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<tr>
<td>1996, Jun</td>
<td>Terrorism Khobar Towers, Saudi Arabia</td>
<td>19</td>
<td>500</td>
<td>--</td>
</tr>
<tr>
<td>2000</td>
<td>Yemen, USS Cole</td>
<td>17</td>
<td>651</td>
<td>--</td>
</tr>
<tr>
<td>2001, Sept 11</td>
<td>Flight 93</td>
<td>44</td>
<td>--</td>
<td>--</td>
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<tr>
<td>2001, Sept 11</td>
<td>World Trade Center</td>
<td>2,974 Total</td>
<td>19 Hijackers</td>
<td>2,603 New York City</td>
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<tr>
<td>Year</td>
<td>Operation/Battle</td>
<td>Casualties</td>
<td>Deaths</td>
<td>Friendly Fire</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>------------</td>
<td>--------</td>
<td>--------------</td>
</tr>
<tr>
<td>2001</td>
<td>Operation Enduring Freedom, Afghanistan</td>
<td>89</td>
<td>33 (U.S.)</td>
<td>--</td>
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<td>2002</td>
<td>Operation Enduring Freedom, Philippines</td>
<td>12</td>
<td>--</td>
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<tr>
<td>2002</td>
<td>Operation Enduring Freedom, Afghanistan Theater</td>
<td>30</td>
<td>28</td>
<td>--</td>
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<tr>
<td>2003-2004</td>
<td>Operation Enduring Freedom, Afghanistan Theater</td>
<td>34</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**COMBAT/ATTACKS**
- United States: 4397
- Australia: 2
- Britain (UK): 179
- Bulgaria: 13
- Denmark: 7
- El Salvador: 5
- Estonia: 2
- Georgia: 3
- Hungary: 1
- Italy: 33
- Latvia: 3
- Netherlands: 3
- Poland: 21
- Romania: 3
- Slovakia: 4
- Spain: 12
- Thailand: 2
- Ukraine: 18
- POW: 7
- Other Iraq War: --
Casualty Resources:

I-Casualties
Iraq Body Count
IRAQIS KILLED
Military
19,217
American Est:
Civilians and
Military

British Est:
Civilians and
Military
21,700 to 55,000
INJURIES
US: 8,004 hostile
US: --- non-hostile

• (1) Includes Indian scouts, private militia, civilians fighting with Army or Navy
• (2) Adjusted for post war related deaths
• (3) 3 combat, 148 terrorist casualties
• (4) To be adjusted yearly with post-combat deaths
• [f1] 13 were victims of fragging incident, 23 Mar 2003, 101st Abn Div, ‘Camp Pennsylvania’, Kuwait

Source:  http://www.olgp.net/chs/war/wartotal.htm
## American War Deaths throughout History

<table>
<thead>
<tr>
<th>CONFLICT NAME</th>
<th>APPROX. SPAN</th>
<th>CASUALTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>War of Independence</td>
<td>1775-1783</td>
<td>25,000</td>
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<tr>
<td>Northwest Indian War</td>
<td>1785-1795</td>
<td>1,221</td>
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<tr>
<td>Quasi-War</td>
<td>1798-1800</td>
<td>20</td>
</tr>
<tr>
<td>Barbary Wars</td>
<td>1801-1815</td>
<td>35</td>
</tr>
<tr>
<td>War of 1812</td>
<td>1812-1815</td>
<td>20,000</td>
</tr>
<tr>
<td>1st Seminole War</td>
<td>1817-1818</td>
<td>30</td>
</tr>
<tr>
<td>2nd Seminole War</td>
<td>1835-1842</td>
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<td>Mexican-American War</td>
<td>1846-1848</td>
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<td>3rd Seminole War</td>
<td>1855-1858</td>
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<td>Civil War</td>
<td>1861-1865</td>
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<td>Indian Wars</td>
<td>1865-1898</td>
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<td>1900-1901</td>
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<td>Mexican Revolution</td>
<td>1914-1919</td>
<td>35</td>
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<tr>
<td>Haiti Occupation</td>
<td>1915-1934</td>
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</tr>
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<td>1917-1918</td>
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<td>World War 2</td>
<td>1941-1945</td>
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<td>Korean War</td>
<td>1950-1953</td>
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<td><strong>Vietnam War</strong></td>
<td>1964-1973</td>
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<td>Beirut</td>
<td>1982-1984</td>
<td>266</td>
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<tr>
<td>Persian Gulf (Support)</td>
<td>1987-1988</td>
<td>39</td>
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<tr>
<td>Invasion of Grenada</td>
<td>1983</td>
<td>19</td>
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<td>Invasion of Panama</td>
<td>1989</td>
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<tr>
<td>Persian Gulf War</td>
<td>1991</td>
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<td>Somalia</td>
<td>1992-1993</td>
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<td>Bosnia</td>
<td>1995</td>
<td>12</td>
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<td><strong>Afghanistan</strong></td>
<td>2002-2011</td>
<td>1,610 (6/6/11)</td>
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<tr>
<td><strong>Iraq</strong></td>
<td>2003-2011</td>
<td>4,459 (6/6/11)</td>
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*Partial Sources: U.S. Army Military History Institute; iCasualties.org*

**Source:** The Military History Institute  
http://www.militaryfactory.com/american_war_deaths.asp
Readings/Resources for Teachers and Students
INTERESTING FACTS ABOUT VETERANS DAY AND VETERANS

American Veterans by the Numbers

Find out how many veterans live in the United States, where they served, their race and ethnicity, and more.

Source: U.S. Census Bureau

Iwo Jima Memorial

1.9 million
The number of military veterans in the United States in 2009.

Female Veterans

1.5 million
The number of female veterans in 2009.
Race and Hispanic Origin

**2.3 million**
The number of black veterans in 2009. Additionally, 1.1 million veterans were Hispanic; 258,000 were Asian; 153,000 were American Indian or Alaska Native; 30,000 were Native Hawaiian or Other Pacific Islander; and 17.7 million were non-Hispanic white. (The numbers for blacks, Asians, American Indians and Alaska Natives, Native Hawaiians and Other Pacific Islanders, and non-Hispanic whites cover only those reporting a single race.)

When They Served

**9 million**
The number of veterans 65 and older in 2009. At the other end of the age spectrum, 1.7 million were younger than 35.

**7.6 million**
Number of Vietnam-era veterans in 2009. Thirty-five percent of all living veterans served during this time (1964-
1975). In addition, 4.5 million served during the Gulf War (representing service from Aug. 2, 1990, to present); 2.3 million in World War II (1941-1945); 2.7 million in the Korean War (1950-1953); and 5.6 million in peacetime only.

**47,000**
Number of living veterans in 2009 who served during the Vietnam era and both Gulf War eras and no other period.

Other living veterans in 2009 who served during three wars:

- 78,000 served during World War II, the Korean War and the Vietnam era.

Living veterans in 2009 who served during two wars and no other period:

- 741,000 served during both Gulf War eras.
- 230,000 served during both the Korean War and the Vietnam era.
- 156,000 served during both World War II and the Korean War.
Where They Live

3
Number of states with 1 million or more veterans in 2009. These states were California (2 million), Florida (1.6 million) and Texas (1.6 million).

Education

26%
Percent of veterans 25 and older with at least a bachelor's degree in 2009. In comparison, 28 percent of the total population have a bachelor's degree or higher.

92%
Percent of veterans 25 and older with a high school diploma or higher in 2009, compared with 85 percent of the population as a whole.

Income

$35,402
Annual median income of veterans, in 2009 inflation-adjusted dollars, compared with $25,559 for the population as a whole.
On the Job

9.8 million
Number of veterans 18 to 64 in the labor force in 2009.

Disabilities

5.5 million
Number of veterans with a disability in 2009.

Service-Connected Disability Ratings

3.3 million
Number of veterans with a service-connected disability rating. Of this number, 652,000 have a rating of 70 percent or higher. Severity of one's disability is scaled from 0 to 100 percent and eligibility for compensation depends on one's rating.

Voting

15.8 million
Number of veterans who voted in the 2008 presidential election. Seventy-one percent of veterans cast a ballot, compared with 63 percent of nonveterans.
**Business Owners**

**9%**
Percentage of all U.S. firms that are majority owned by veterans. Veteran-owned firms comprised an estimated 2.4 million of the 27.1 million nonfarm businesses operating in the U.S. in 2007.

**68%**
Percentage of veteran owners of respondent firms who were 55 or older in 2002. This compares with 31 percent of all owners of respondent firms. Similarly, in 2002, 55 percent of veteran-owned respondent firms with employees reported that their businesses were originally established, purchased or acquired before 1990. This compares with 36 percent of all employer respondent firms.

**7%**
Percentage of veteran owners of respondent firms who were disabled as the result of injury incurred or aggravated during
active military service.

**Benefits**

**3.0 million**
Number of veterans who received compensation for service-connected disabilities as of 2009. Their compensation totaled $35.3 billion.

**$95.6 billion**
Total amount of federal government spending for veterans benefits programs in fiscal year 2009. Of this total, $44.7 billion went to compensation and pensions, $43.4 billion for medical programs and the remainder to other programs, such as vocational rehabilitation and education.

Read more: [Veterans Day: Census Facts — Infoplease.com](http://www.infoplease.com/spot/veteranscensus1.html#ixzz1cMyg6UPC)

**Source:** U.S. Census Bureau: [http://www.census.gov/](http://www.census.gov/)
WOMEN ARE VETERANS TOO!

Did you know that there are almost two million women veterans? From the American Revolution to Panama, Bosnia, Kosovo, Afghanistan and Iraq, women have served in some way in every conflict. Women may not have been legal participants in the early days, but many did their part to support the cause.

During the American Revolution, although the call to arms was for men, several women donned the uniform of the revolutionary soldier and fought against the British. One of these women was Deborah Samson who, in October of 1778, disguised herself as a young man and presented herself to the American army as a volunteer. She served, undetected for three years under the name of Robert Shurtleff. Even though she was wounded twice her identity was not revealed until she came down with “brain fever,” a common ailment among soldiers at that time.

Other women of the Revolution, like Anna Warner, wife of Captain Elijah Bailey, earned the title of “The Heroine of Groton” because of her fearless efforts to aid the wounded during the massacre at Fort Griswold in Connecticut. There is the little known story of Rachel and Grace Martin who disguised themselves as men and assailed a British courier and his guards, stealing important strategic documents which they turned over to the American General Nathaniel Greene.

The War Between the States was also a war between brothers, cousins, friends and neighbors – and some of them were women. Women served as *vivandieres*, (women who provided food, provisions, and liqueurs to soldiers), sutlers, (peddlers who sold goods to military units in the field), nurses, soldiers, and even spies. Susie Baker, born a slave in Georgia, not only helped members of the 33rd U.S. Colored Troops learn to read and write, she also cleaned, loaded, and fired a musket when necessary. Historical records verify that over eighty women were either wounded or killed at various battles in the Civil War on both sides, not counting the thousands who served as nurses. One woman, Dr. Mary Walker, a surgeon in the Civil War, was awarded The Medal of Honor by President Andrew Johnson.

Prior to World War I, many women disguised their identity in order to participate in the armed services; others worked in more traditional support roles. During the war of 1812, a U.S. Marine, served aboard the USS Constitution under the name George Baker. Baker was in fact Lucy Brewster, a farm girl from Massachusetts who is recognized as the first woman Marine. In the Mexican War of 1846, Sarah Borginis enlisted into the 8th Calvary with her husband. Borginis not only became the unit’s principal cook, she also took an active part in the battle at Fort Brown. As a result of her actions, General Zachary Taylor brevetted (gave her a promotion without an increase in pay) her to colonel, making her the first female colonel of the U.S. Army.

More than 1500 women served in the U.S., overseas and aboard hospital ships during the Spanish American War. They were recruited to serve as civilian nurses under contract with the U.S. Army – for thirty dollars a month. The Army and Navy Nurse Corps were established in 1901 and 1908. These were the first women in the country to be admitted to military rank and status.
During World War II, over 30,000 women served in the Army and Navy Nurse Corps, as Yeomanettes in the Coast Guard and in the Signal Corp. At least three Army nurses were awarded the Distinguished Service Cross, the nation's second highest military honor. “They served their country before they could vote.”

Just after the bombing of Pearl Harbor the Women's Army Auxiliary Corp (WAAC) was established. Shortly afterward, the WAVES (Women Accepted for Volunteer Emergency Service) was organized. WASPS, or Women Airforce Service Pilots, who flew military aircraft to destination bases, did not enjoy the privileges of other veterans until Congress supported their status as veterans in 1977. Women who served in WW II were awarded over 1,600 medals, including 16 Purple Hearts and over 500 Bronze Stars.

From the relatively small number of women who fought in America’s early battles to the more than 1.7 million women veterans alive today, it is important to also honor women who have served this country.

Veterans Day Frequently Asked Questions

Q. Which is the correct spelling of Veterans Day?

   a. "Veterans Day"
   b. "Veteran’s Day"
   c. "Veterans' Day"

A. Veterans Day (choice a, above).
Veterans Day does not include an apostrophe but does include an "s" at the end of "veterans" because it is not a day that "belongs" to veterans, it is a day for honoring all veterans.

Q. On what day of the week will Veterans Day be observed?

A. Veterans Day is always observed officially on November 11, regardless of the day of the week on which it falls. The Veterans Day National Ceremony, like most ceremonies around the nation, is held on Veterans Day itself. However, when Veterans Day falls on a weekday, many communities choose to hold Veterans Day parades or other celebrations on the weekend before or after November 11 so that more people can participate.

Q. Who decides if a government office or business closes or stays open on Veterans Day?

A. Federal government closings are established by the U.S. Office of Personnel Management (OPM). Generally, when a holiday falls on a non-workday -- Saturday or Sunday --the federal government is closed on Monday (if the holiday falls on Sunday) or Friday (if the holiday falls on Saturday).

State and local governments, including schools, are not required to follow OPM closure policies and may determined for themselves whether to close or remain open. Likewise, non-government businesses are free to make their own decisions to close or remain open for business, regardless of federal, state or local government closings.
Q. Why do some schools close and others remain in session on Veterans Day?

A. Because there is no legal requirement that schools close on Veterans Day, individual states or school districts are free to establish their own policies on school closings. Most schools that do not close for Veterans Day schedule assemblies or other activities to honor America’s veterans on Veterans Day and throughout the week that includes Veterans Day.

Q. What is the difference between Veterans Day and Memorial Day?

A. Many people confuse Memorial Day and Veterans Day. Memorial Day is a day for remembering and honoring military personnel who died in the service of their country, particularly those who died in battle or as a result of wounds sustained in battle. While those who died are also remembered on Veterans Day, Veterans Day is the day set aside to thank and honor ALL those who served honorably in the military - in wartime or peacetime. In fact, Veterans Day is largely intended to thank LIVING veterans for their service, to acknowledge that their contributions to our national security are appreciated, and to underscore the fact that all those who served - not only those who died - have sacrificed and done their duty.

Q. Why are red poppies worn on Veterans Day, and where can I obtain them?

A. The wearing of poppies in honor of America’s war dead is traditionally done on Memorial Day, not Veterans Day. The practice of wearing poppies takes its origin from the poem "In Flanders Fields," written in 1915 by John McCrae. For information on how to obtain poppies for use on Memorial Day, contact a veteran’s service organization, such as the Veterans of Foreign Wars of the United States (VFW), as the VFW distributes poppies annually on Memorial Day. You can find veterans groups in the Veterans Service Organization link on VA’s Veterans Day web page. Veterans groups in your area can be found in your local phone book. Look in the yellow pages under "Veterans and Military Organizations" or a similar heading.
Q. Is Veterans Day celebrated in other countries?

A. Yes, a number of countries honor their veterans each year on November 11, although the name and types of commemorations differ somewhat from Veterans Day celebrations in the United States. For example, Canada and Australia observe "Remembrance Day" on November 11, and Great Britain observes "Remembrance Day" on the Sunday nearest to November 11. There are similarities and differences between these countries' Remembrance Day and America's Veterans Day. Canada's observance is actually quite similar to the U.S. celebration, in that the day is intended to honor all who served in Canada's Armed Forces. However, unlike in the U.S., many Canadians wear red poppy flowers on November 11 in honor of their war dead. In Australia, Remembrance Day is very much like America's Memorial Day, a day to honor that nation's war dead.

In Great Britain, the day is commemorated by church services and parades of ex-service members in Whitehall, a wide ceremonial avenue leading from London's Parliament Square to Trafalgar Square. Wreaths of poppies are left at the Cenotaph, a war memorial in Whitehall, which was built after the First World War. At the Cenotaph and elsewhere in the country, a two-minute silence is observed at 11 a.m., to honor those who lost their lives in wars.

Questions for Discussion about Veterans Day

- How important are a nation's armed forces?
- Do you believe that a strong military is more important, less important, or of the same importance today as it was 50 years ago? Explain your answer.
- Do you believe people should be required to serve in the armed forces? Why or why not?
- What qualifications do you believe those who wish to serve in the armed forces should have?
- What, if anything, should disqualify individuals from serving in the armed forces?
- Have you lived through any military conflict? If so, tell about it. What impact did it have on your family? Your community? Your country? The world?
- Has any member of your family served in your country's armed forces? Which branch? How long did they serve? What stories, if any, do they tell about the experience?
- Should women continue to be allowed to participate in combat? Why or why not?
- How could serving in the armed forces make someone more appreciative of their homeland and freedoms?
- Do you think the average citizen has as much respect for veterans today as citizens of two generations ago did? Why or why not?
- During World Wars I and II, patriotism soared throughout the United States and returning veterans were lauded as heroes. As the Vietnam War broke a few decades later, however, many Americans condemned the war and returning veterans met with little public praise. What factors do you think contributed to the major shift in public attitude?
- Veterans of the past and of the present literally risk—and sometimes sacrifice—their lives to protect our lives and freedoms. What can we do to honor these men and women?
Web Resources

Department of Veterans Affairs - ([http://www1.va.gov/opa/vetsday/](http://www1.va.gov/opa/vetsday/)) This site provides links to content-rich web pages about the history of Veterans Day and the current celebrations associated with Veterans Day. The site includes a wonderful link to *Posters for Veterans Day* from 1978 to the present.

Frequently Asked Veterans Day Questions – ([http://www1.va.gov/opa/vetsday/vetday_faq.asp](http://www1.va.gov/opa/vetsday/vetday_faq.asp)) The Department of Veterans Affairs has compiled this FAQ section which provides answers to questions about both the history of Veterans Day and ways that Veterans Day is celebrated.

American Women in Uniform, Veterans Too! – [www.userpages.aug.com/captbarb/](http://www.userpages.aug.com/captbarb/) An excellent source which includes links to biographies on women involved in U.S. conflicts from the American Revolution to the war in Iraq, but also includes photographs of women currently serving in areas of conflict and women who have made the ultimate sacrifice in service to the U.S.

Women in Military Service for American Memorial – ([http://www.womensmemorial.org/](http://www.womensmemorial.org/)) – In addition to background information on this unique memorial at Arlington National Cemetery, the site provides data on women in the military, lesson plans and other useful resources.

The Origins of Veterans Day - ([http://www1.va.gov/OPA/feature/celebrate/vetday.htm](http://www1.va.gov/OPA/feature/celebrate/vetday.htm)) This site, hosted by the U.S. Department of Veterans Affairs, focuses on the origins of Veteran Day.

Activities for Veterans Day - ([http://www.theteacherscorner.net/seasonal/veterans-day/index.htm](http://www.theteacherscorner.net/seasonal/veterans-day/index.htm)) This site includes activities for observing Veterans Day as well as links to related sites.

VA Kids 6–12th Grades - ([http://www.va.gov/kids/6-12/index.asp](http://www.va.gov/kids/6-12/index.asp)) Designed for middle and high school students, this site includes games and information about veterans.


Curriculum, Speakers, and Projects Brings Veterans Stories to the Classroom - ([http://www.educationworld.com/a_curr/curr288.shtml](http://www.educationworld.com/a_curr/curr288.shtml)) – Education World provides an extensive list of activities and project ideas to celebrate Veterans Day.
Online Reference Resources
Elementary and Secondary

Division of Instructional Technology, Instructional Materials, and Library Media Services
The following online databases are available through the Library Media Services Virtual Library located at http://it.dadeschools.net/library/index.htm. The databases highlighted below contain resources, including primary sources/documents, which provide information on the history and observance of Veterans Day in the United States. Along with reference content, some of the online databases listed below include lesson plans, multimedia files (photographs, videos, charts/graphs), activities, worksheets, and answer keys. Contact your library media specialist for username and password.

All the online databases listed below may be accessed from the District’s Virtual Library located at http://virtuallibrary.dadeschools.net/elem_resources.htm.

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<th>Sample Search(es)</th>
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<td>Gale Kids InfoBits</td>
<td>Veterans Day</td>
<td>Reference articles, magazine articles, newspaper articles, maps/flags and seals, charts &amp; graphs, images</td>
<td>Enter search term <strong>Veterans Day</strong>. Click on “Veterans Day.” <strong>Kids InfoBits Presents: Holidays of the World</strong> to read about the history and celebration of Veterans Day.</td>
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<tr>
<td>Grolier Online</td>
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<td>Encyclopedia articles, websites, media, news feature stories and magazines</td>
<td>Enter the search term <strong>The Great War</strong>. Read the article on the beginning of World War I and click on the Multimedia link on the bottom right to see video (map animation) of how World War I was started. Enter search terms Air Force, Army, U. S. Marine Corps, Navy for articles and photographs about the history of the United States Armed Forces.</td>
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<td>Soldiers, Veterans Day, Air Force, Army, U. S. Marine Corps, Navy</td>
<td>Encyclopedia articles, tables, sounds, historical maps, pictures, videos, “back in time articles,” special reports, websites, research guides, timelines. (This database contains Spanish and French encyclopedias, <em>Enciclopedia Estudiantil and L’Encyclopédie Découverte.</em>)</td>
<td>Enter search term <strong>soldiers</strong> for articles and pictures of different kinds of soldiers at different points in history, such as Marines, Minutemen, Buffalo Soldiers, Green Mountain Boys, Airborne Troops, etc. Enter search term <strong>Veterans</strong> and click on Department of Veteran Affairs to read about the history of this executive department of the US government which administers benefits for US veterans.</td>
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Related Web Sites

Celebrating Veterans Day / Military.com
http://www.military.com/veterans-day/
**Summary:** Military.com connects servicemembers, military families and veterans to all the benefits of service — government benefits, scholarships, discounts, lifelong friends, mentors, great stories of military life or missions, and much more. This site provides information regarding the history of Veterans Day and different ways parents can celebrate Veterans Day with their children and teach them about the importance of this holiday.

The Veterans History Project / Library of Congress
URL: www.loc.gov/vets
**Summary:** This site is brought to you from the Library of Congress in Washington, D.C. The site was designed especially with young people in mind, and it tells the story of America’s past. The Veterans History Project has collected, preserved, and made available the personal stories of American war veterans and civilian workers who supported them. These collections of firsthand accounts are gathered for use by researchers so that future generations may hear directly from veterans to better understand the realities of war.

Veterans Day / Infoplease (Pearson Education)
http://www.infoplease.com/spot/veteransday1.html
**Summary:** This site contains Veterans’ statistics, history of the holiday, war poetry, and more.

Veterans Day History / History.com
http://www.history.com/topics/history-of-veterans-day
**Summary:** This site contains articles, links, videos, and photo galleries related to the history and observance of Veterans Day.

Veterans' Stories: The Veterans History Project / Library of Congress
**Summary:** This is the teacher guide/primary source set that corresponds to The Veterans History Project and contains links to primary sources. These items can take many forms from personal narratives (audio and video-taped interviews, written memoirs) and correspondence (letters, postcards, v-mail, personal diaries) to visual materials (photographs, drawings, scrapbooks).
Secondary

The following online databases are available through the Library Media Services Virtual Library located at http://it.dadeschools.net/library/index.htm. The databases highlighted below contain resources, including primary sources/documents, which provide information on the history and observance of Veterans Day in the United States. Along with reference content, some of the online databases listed below include lesson plans, multimedia files (photographs, videos, charts/graphs), activities, worksheets, and answer keys. Contact your library media specialist for username and password.

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<tr>
<td>Facts on File Online</td>
<td>Veterans Day</td>
<td>Encyclopedia articles, biographies, narrative histories, primary sources, images, videos, tables, maps, charts</td>
<td>Enter the search term <strong>Veterans Day</strong>. Click on Media to see a picture of African American Union Army Veterans march in a Memorial Day parade in 1912. The caption beneath the picture reveals that 9 percent of Union soldiers who fought in Civil War were African American. Enter search term <strong>Armistice Day</strong> and click on Media to see pictures of Americans celebrating the Armistice in Philadelphia and a video of an Armistice celebration in Paris.</td>
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<td>Database</td>
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<td>Related Search Terms</td>
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<tr>
<td><strong>Gale</strong></td>
<td><strong>Veterans Day</strong></td>
<td>Magazines, newspapers, academic journals, eBooks, podcasts, images, maps, charts, graphs. Enter the search term <strong>Veterans Day</strong>. View several images Veterans Day observances by some world leaders, including past president Bill Clinton and current president Barrack Obama. Click on Podcast link titled <strong>Veterans' Voices: Coming Home From Korea</strong> to listen to a radio broadcast from National Public Radio featuring an American Army veteran who served in the Korean War.</td>
<td><strong>Great War, Armistice Day, World War I, World War II, Uniforms Holiday Bill, Military Service, Veteran Affairs, Arc de Triomphe (perpetual flame), “the singing war,” Medal of Honor, “Heroine of Groton,” Armed Forces, Air Force, Army, Navy, Purple Heart, medals, commendations</strong></td>
</tr>
<tr>
<td><strong>SIRS Knowledge Source</strong></td>
<td><strong>Veterans Day</strong></td>
<td>Newspapers, magazines, government documents, primary sources, reference, graphics, websites. Enter the search term <strong>Veterans Day</strong>. Click on the link titled “The Birthplace of Veterans Day” to read about the first observance of Veterans Day on November 11, 1953 in Emporia, Kansas. Click on the <strong>Graphics/Media</strong> link on the left to see some images of Veterans Day observances.</td>
<td></td>
</tr>
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United States Department of Veteran Affairs / United States Government
URL: http://www1.va.gov/opa/vetsday/
**Summary:** This site has great information from the US government regarding the history and observance of Veterans Day. Look for teacher guides, links for young children, and information regarding the history of Veteran's day.

Veterans Day / Infoplease (Pearson Education)
http://www.infoplease.com/spot/veteransday1.html
**Summary:** This site contains Veterans' statistics, history of the holiday, war poetry, and more.

Veterans Day History / History.com
http://www.history.com/topics/history-of-veterans-day
**Summary:** This site contains articles, links, videos, and photo galleries related to the history and observance of Veterans Day.

Veterans' Stories: The Veterans History Project / Library of Congress
**Summary:** This is the teacher guide/primary source set that corresponds to The Veterans History Project and contains links to primary sources. These items can take many forms from personal narratives (audio and video-taped interviews, written memoirs) and correspondence (letters, postcards, v-mail, personal diaries) to visual materials (photographs, drawings, scrapbooks).
The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964**, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA)**, as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963**, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.


**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10** - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

Revised 5/9/03