



Heroes Hall Veterans Museum and Education Center



Instructional Guide for High Schools



OC Fair & Event Center
32nd District Agricultural Association
State of California | Costa Mesa CA



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Welcome, educators!

We are so glad that you have decided to visit Heroes Hall. In order to make your visit more enjoyable and productive, we have provided you with a variety of materials. Please feel free to use as little or as much as you would like in your classroom. We have included the Common Core Curriculum Standards that we are covering with our resources and materials.

First, we have a section with informational texts on topics that will be covered during your visit. Then we have a number of historical short stories (narratives) that are meant to spark your students' interest. Every story and article has a short comprehension quiz. There is also a separate document for you containing the answer keys for every quiz. We have also provided a glossary of important words, graphic organizers, and a vocabulary worksheet.

Second, we have made three different graphic organizers. If it would be helpful, please print one for your students to use during their visit.

Finally, we have provided post-visit materials that are activities you can do with your students. They all include instructions for the students as well as templates for their use. We have provided creative writing assignments, letters (to a soldier or a veteran), essays (with a series of prompts provided), and comprehension questions (with an answer key).

We look forward to your visit, and hope that you find these resources and materials useful and beneficial.

Pre-Visit Nonfiction Lessons



Aerospace in California during World War II

Airplane factories opened in Southern California, not for monetary reasons, but for the congenial weather and the reputable schools. Those two factors lured workers from a variety of backgrounds to relocate for the promise of a better career. Prior to this great change, California's economy had been primarily agricultural.

With the onset of World War II, however, life in Southern California was transformed from a simple, rural existence to a sprawling urban society centered around the aerospace industry. Companies also appreciated that California was very far away from the battlefields of Europe and the Pacific. Except for a few notable exceptions, the factories in the area were relatively free from bombing raids and sabotage by the enemy.

The demand by the military for high-quality airplanes was intense and urgent. For that reason, during the years 1939 through 1945, the factories in California employed more than 2 million workers. Those workers, over 40 percent of them women, built more than 300,000 airplanes. On average this works out to about one plane every 15 minutes. This was an incredible jump from the less than 6,000 airplanes a year they had been producing previously.

As America was neutral until the bombing of Pearl Harbor, most of the airplane bodies, propellers and engines created were exported to our allies in Europe. England and France ordered more airplanes in the first year of the war than



the U.S. military had ordered for its own use in that same amount of time.

Starting in the spring of 1942, after America declared war on the Axis powers, the demand for airplanes grew exponentially. Factories began running 24 hours a day, seven days a week. This caused a great economic boom in Southern California, with the average income of workers being about 40 percent higher than anywhere else in the U.S. With this influx of workers and booming business, the area grew rapidly from a quiet rural community into a sprawling and busy urban metropolis.

Aerospace in California Comprehension Quiz

1. What made Southern California an ideal location for aerospace companies like Boeing to come and open airplane factories?
 - a) The factories in Southern California were relatively free from bombing raids and sabotage.
 - b) The U.S. military had a great demand for new airplanes from the beginning of the war, and Southern California had plenty of open space where the aerospace companies could open new factories.
 - c) The climate and location of Southern California was the primary draw for aerospace companies such as Boeing to open new factories.
 - d) Southern California was a quiet, rural area, which made it ideal for aerospace companies.
2. For what reason were aerospace factories open for 24 hours a day in the year 1942?
 - a) The aerospace companies were trying to outdo each other by making more airplanes and airplane parts than their competitors.
 - b) The long hours occurred after the Japanese fleet attacked America, causing America to join the war.
 - c) The factories were open 24 hours a day because there was a high demand for more airplane parts to be shipped to England and France.
 - d) The rise in demand by the U.S. military for airplanes in 1942 caused the long factory hours.

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- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Attacks on the United States Mainland During World War II

Though many Californians are unaware of the fact, our state was under the constant threat of attack for the duration of the World War II. An invasion of the United States mainland was formulated and plotted by the Japanese military. California was invaded and bombed on at least two separate occasions. The location of the bases opened and staffed by the military along the coastline of the United States during World War II was not a coincidence. They were strategically placing men and armaments in places where they would be of the most use in case of an invasion.

There were at least five separate attacks on the U.S. mainland, apart from the abhorrent and devastating strike on Pearl Harbor in Hawaii, which were planned and executed by Germany and Japan. The largest and most complex act of espionage attempted by our enemies occurred before America had even entered the war. As early as the 1930s, 30 men and three women who were spies for Germany were working to gather military secrets about shipping patterns, and were even able to steal schematics for the bombs used in American planes. Providentially, the FBI discovered the group known as the Duquense Ring in 1941 and arrested all 33 members.

The first attack on the U.S. mainland by the Japanese military occurred in June 1942, after the lethal attack on Pearl Harbor. A Japanese submarine, called an I-25, followed an American fishing boat up the Columbia River in Oregon, in order to



avoid mines in the water. When it came to Fort Stevens, the submarine surfaced and launched 17 missiles at the fort. The attack was largely unsuccessful, due in large part to the intelligence of Fort Stevens' commander. Knowing that if they fired back, the Japanese soldiers would be able to hone in on their position, he ordered his men to not return fire. In consequence, the most damage done by the missiles was to a nearby baseball field. This was the first occasion that the United States mainland had ever been bombed by a foreign power.

The next Japanese raid occurred after the offensive at Pearl Harbor, when Japan sent a fleet of submarines to patrol the coastline of California. In February 1943, one submarine ventured close enough to the mainland to launch 16 shells at the Elwood Oil Field just outside Santa Barbara. Only minor damage was done to the oil field, but the Army was dispatched to that location immediately, in the mistaken belief that the Japanese were invading.

Japan's next offensive against the United States transpired in Oregon once more, where the first enemy bombing occurred. The Japanese submarine I-25 returned to the Oregon coast, this time launching a Yokosuka E14Y airplane. The pilot flew the E14Y to a wooded area and dropped two incendiary devices into the trees. The plan was to start a devastating forest fire, but because of the quick action of the Oregon fire department, the blaze was swiftly contained. The same plane tried a second time, but was thwarted once more. An interesting side note from this bombing occurred years later when the pilot of the E14Y went to Brooks, Oregon, on a goodwill visitation. Upon his death in 1997, he was made an honorary citizen of that town.

The final attack carried out on American soil by the Japanese military began in 1944 and continued until the end of the war. The Japanese military invented and utilized hydrogen balloon bombs, also known as "Fugos." These were high-altitude balloons laden with almost 50 pounds of incendiary materials such as napalm and thermite. Astonishingly, these balloons were launched in Japan, 5,000 miles from the United States, and rose to over 30,000 feet. They would fly along the jet stream, which would eventually take them to mainland America. The bombs were designed to explode three days after launch when, as the scientists in Japan believed, they would be over U.S. soil. More than 350 of these dirigibles made it across the ocean, and were spotted flying over 15 different states. Many were intercepted or shot down by the U.S.

military. One downed bomb the military had missed exploded, killing a pregnant woman and five children in Oregon. Their deaths were the only civilian combat casualties to occur on American soil during World War II.

Attacks on the United States Comprehension Quiz

1. What was the significance of the bombing at Fort Stevens in Oregon?
 - a) The bombing of Fort Stevens was significant because it was the first time that the mainland of the United States had been bombed by a foreign enemy.
 - b) The bombing of Fort Stevens was significant because of the intelligence of the commander who knew that if they fired back, the Japanese would be able to target them more accurately.
 - c) The bombing of Fort Stevens was significant because it was during that bombing that the first American civilians were killed by a foreign power on the U.S. mainland.
 - d) The bombing of Fort Stevens was significant because the only damage done was to a nearby baseball field.
2. For what reason did the people of Brooks, Oregon, make a World War II Japanese pilot an honorary citizen of their town upon his death?
 - a) The pilot had been ordered to bomb their town during World War II, but he had refused and the townspeople appreciated that.
 - b) The Japanese pilot moved to Brook, Oregon, after the war and became an important member of the community.
 - c) Though the pilot had dropped bombs on a nearby forest during the war twice, he went on a goodwill visit to Brooks, Oregon, after peace was declared.
 - d) Although the pilot dropped incendiary devices on a forest near the town of Brooks, Oregon, the fire department was easily able to contain it and no damage was done.

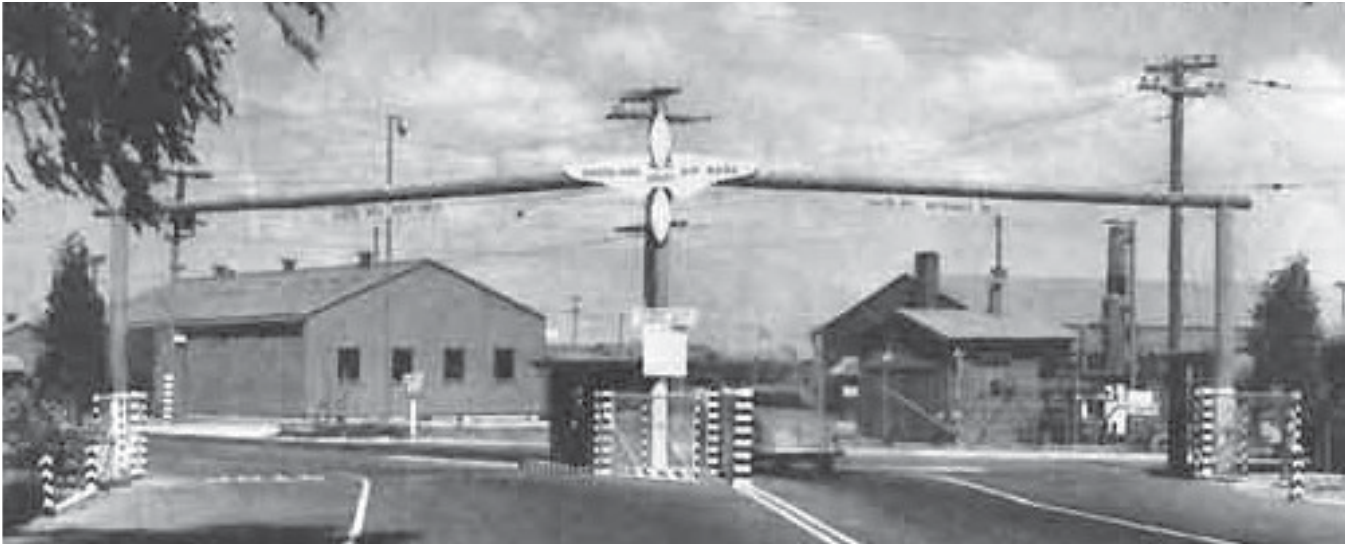
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Santa Ana Army Air Base History



Did you know that before the Orange County Fairgrounds became a place to hold swap meets and county fairs, it was part of an official Army air base? It was spread out over 1,337 acres. It was bordered on the west by Harbor Boulevard, on the north by Baker Street, on the east by Newport Boulevard, and on the south by Wilson Street.



The Santa Ana Army Air Base, or SAAAB, was built during World War II, for the training of combat pilots who were desperately needed for the fight in Europe and in the Pacific. The Army built it in 1942, leasing the land from the city for \$6,400 a year. Eight hundred buildings were built on the land including barracks, warehouses, supply offices, officer's quarters, school houses, cafeterias (or messes), a gas station, a hospital, a post office, a church, and fire station, along with

many other buildings. When completed, the SAAAB was its own nearly self-sufficient city. The base was decommissioned four years later when the war ended.

SAAAB was a unique type of air base because it focused on pre-flight training. It had no runways, planes, or hangars. It was one of only three pre-flight training bases in the United States for incoming trainees, most of which had no previous flying experience. SAAAB was the largest pre-flight training center and the only one to give pilot, navigator, and bombardier preflight training. The base served as the place where incoming soldiers could discover

what position they would best be suited for in the United States Army Air Corps and learn the basic skills they would need. The Army did not just need pilots, but also bombardiers, navigators, mechanics, radio operators, and a whole host of other important jobs. Designated locations were needed, where these raw recruits could be given training in their assigned position, before they ever stepped into an airplane. Nine weeks of basic training had to be completed before the recruits were able to move on to one of the many primary aviation schools.

The first cadets arrived on the Santa Ana Army Air Base in February 1942. The barracks were not yet completed, so they were billeted in tents on the base grounds. Five days later, 2,000 more cadets arrived with officers and administrators and training was begun. The Air Force had enlisted a staff of 250 highly trained high school and college teachers to work at SAAAB. The first class of recruits graduated from the base on July 1 of that same year.

When fresh recruits arrived at the Santa Ana Army Air Base, the officers had to find out for which job they would be best suited. To do this, the cadets were put through two days of aptitude tests. They were also given a thorough check-up by staff doctors in order to determine their physical qualifications. Finally, they were asked which job they would prefer to train for, though the cadets did not necessarily get their first choice. After the two days, the officers in charge would decide if the cadet should train to become a pilot, a

navigator, or a bombardier. The majority of cadets that graduated from pre-flight training at SAAAB were pilots. Only male recruits were allowed to train at the Army base for the first year. However, in November 1942, female recruits who



wanted to join the Women's Airforce Service Pilots, or WASPs, were brought in for their initial training. On the base, there were also women who wanted to join WAAC, or the Women's Army Auxiliary Corps, which was later changed to Women's Army Corps (WAC).



In that same year, SAAAB became what was known as a reception and reclassification post for soldiers and officers from China. As the countries of the United States and China were allies in the war, it was agreed that Chinese soldiers would be shipped to the U.S. for training. Specifically, they were given lessons in the English language, in military etiquette, and of course in the pre-flight training that was being given to their American counterparts.

Finally, the hospital that had been built on the base in 1941 when it first opened became a teaching hospital. Not only were they required to treat any soldiers, officers, and their dependents who were living on the base, but they also created a program to train Army surgeons, doctors, and nurses who would then be able to serve anywhere in the world. The hospital was so successful, in fact, that they were soon commissioned as one of the seven convalescent hospitals located around the U.S. The job of these specific hospitals was to help airmen who were injured in fighting overseas recover from their wounds both physically and mentally.

SAAAB and preflight training bases like it were so successful that by October 1943, the Army began to think that they had enough trained pilots for the foreseeable future and would not need to send raw recruits there for basic training. The pilot school was closed in May 1944 after graduating more than 70,000 cadets.

It was in late 1944 that the Santa Ana Army Air Base was given a new lease on life. A new Army group took over the

base—the Army Air Force (AAF) Personnel Distribution Command. The new job of the base was to assist any and all soldiers returning from fighting overseas to readjust as smoothly and easily as possible to life in the more peaceful United States. Santa Ana was chosen for this purpose because of the temperate climate, the hospital rehabilitation center on base, and the extensive facilities that had been built over the four years since it had been opened.

The Santa Ana base now had a variety of jobs. For many returning soldiers, it was a temporary stopping place. These returning soldiers, the ones who were deemed fit, were reassigned to “non-combat” duties on bases throughout the United States. These assignments were based on the soldiers’ skills and level of training. It was believed that this reassignment would help to ease the soldiers’ transition from war to peace. The hospital on the base continued to serve those soldiers who came back wounded in body or mind, until they were themselves well enough for reassignment or discharge. Finally, in many cases, the base was the location to which returning soldiers would come to be honorably discharged from the armed forces.

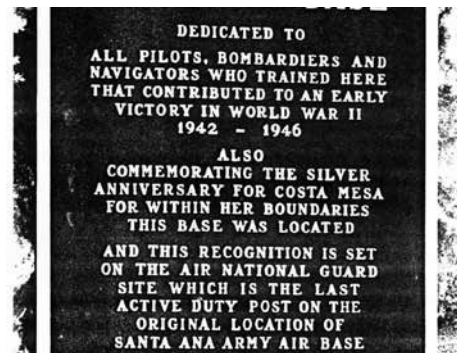
Life for these returning soldiers at SAAAB was good. Upon arrival, the soldiers were given all of the back pay they were owed for their brave service to their country. Once on base, they were required to be there for only a few hours each day. Their duties were not cumbersome, as they had to update their records and prepare for their new assignment. The food that was

served was of the highest quality, and the base soon was given the nickname the “Grand Hotel.”

During WWII, more than 10,000 German prisoners of war, or POWs, were detained throughout California. Five hundred sixty-three of these prisoners were sent to SAAAB and assigned such duties as cooks, janitors and mechanics. Some also



In June 1979, in recognition of the commitment and service of the men and women who had been posted to SAAAB, a plaque was dedicated to honor their contribution in bringing a speedy end to World War II. It was placed on the Air National Guard Base, as that was the last section of the original SAAAB that had been in active use.



worked as cheap labor in the orange groves that were found everywhere in Santa Ana at the time. In this way, the Army was able to free up the American soldiers for more important duties. The prisoners were given 80 cents a day for their labors.

The Santa Ana Army Air Base was decommissioned in 1946, a year after the war ended. Over time, some of the various buildings were sold and then moved in pieces to their new locations. The structures that had been used as classrooms became a part of different colleges in the area. During the 1950s, the base was once again used briefly by the military as a Nike guided missile training facility.

Santa Ana Army Air Base History Comprehension Quiz

1. Why was the Santa Ana Army Air Base a unique type of air base?
 - a) The Santa Ana Army Air Base trained women recruits as well as male recruits during World War II.
 - b) The airbase served as a reassignment base for soldiers returning from combat overseas.
 - c) The Santa Ana base was a place for German POWs to come and work starting in the year it opened.
 - d) SAAAB had no planes, runways, or hangars on which the recruits would be able to learn to fly.
2. What decision did the Army come to in October 1943 in regards to the training of new pilot recruits?
 - a) The decision made by the Army in 1943 was to allow women to be trained along with the male recruits at the base.
 - b) The Army decided they had enough trained pilots, and therefore would have to change the purpose of SAAAB.
 - c) In October 1943, the leaders of the Army decided to allow Chinese pilots to be trained alongside the American recruits, as well as teach them English.
 - d) The base became a training facility for combat doctors and nurses in October 1943, as the hospital on the base had been very successful.

- [illegible]

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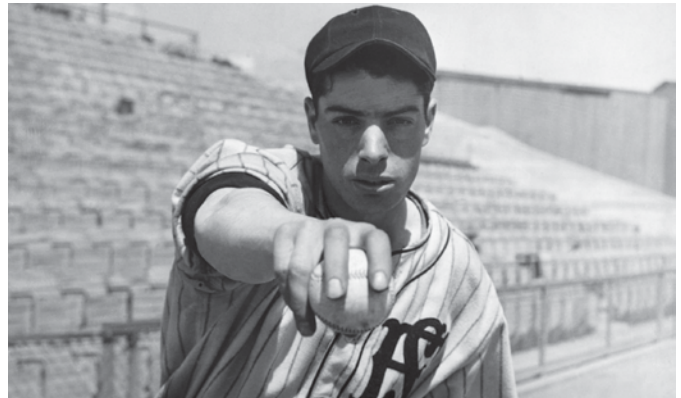
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Joe DiMaggio: A Soldier

Joe DiMaggio is one of the most famous baseball players of all time, along with such legendary athletes as Babe Ruth and Lou Gehrig. Playing for the New York Yankees, DiMaggio was baseball's MVP in 1939 and had an amazing 56-game hitting streak in 1941. When World War II started, Joe DiMaggio was on the top of his game, and he was one of the highest paid baseball players in the league. Despite that, he left his lucrative career to join the U.S. Army Air Corps for a mere 50 dollars a month.

DiMaggio was assigned to the Santa Ana Army Air Base and reported for duty in February 1943 with the rank of staff sergeant. DiMaggio was part of the physical training personnel. Everyone on the base from the lowliest private to the base commander knew the name of Joe DiMaggio. Despite that, DiMaggio never took advantage of his celebrity status and acclaim. He stayed in the barracks with the other recruits and took his turn at kitchen patrol and clean-up. Other notable celebrities on the base were happy to take advantage of their status to gain privileges not extended to the other soldiers. DiMaggio did not do that, wanting to be a credit to himself, his family and his team.

There was one group on the base who were thrilled when DiMaggio was assigned to the Santa Ana Army Air Base – the baseball team. They recruited him immediately, and he had a 27 consecutive game hitting streak. He continued playing in the army baseball league when he was



transferred to Honolulu, Hawaii, in 1944 until he was released from the armed services in September 1945.

After his service to his country, Joe DiMaggio went back to the Yankees. He helped his team get to the World Series four times before he retired from baseball in 1951. DiMaggio was inducted into the Baseball Hall of Fame in 1955. He was awarded the Presidential Medal of Freedom in 1977.

Joe DiMaggio: A Soldier Comprehension Quiz

1. Which group on the base was “thrilled” when Joe DiMaggio was assigned to SAAAB?
 - a) When Joe DiMaggio was assigned to SAAAB, it was the baseball players who were the most excited because DiMaggio had been a Yankee.
 - b) The group that was the most excited when Joe DiMaggio was assigned to the Santa Ana Army Air Base were the officers because he was a celebrity, and they were fans of his.
 - c) On SAAAB, the recruits were thrilled when DiMaggio was assigned to the base with them, having to do the same duties they did despite his being a celebrity.
 - d) The basketball team at the Santa Ana Army Air Base was excited when Joe DiMaggio was assigned to the base because he was a famous basketball player.
2. What made Joe DiMaggio unique when he was serving in the U.S. Army during World War II?
 - a) Joe DiMaggio received the Presidential Medal of Honor for his service during World War II.
 - b) Unlike other famous celebrities who volunteered to serve in the Army, DiMaggio did not want any special treatment from his commanding officers.
 - c) DiMaggio joined the baseball team of the Santa Ana Army Air Base.
 - d) Joe DiMaggio was a famous person while most of the soldiers who enlisted in the Army were unknown.

3. What did DiMaggio not do after the war ended?

- a) DiMaggio was inducted into the Baseball Hall of Fame in 1955.
- b) DiMaggio was awarded the Presidential Medal of Freedom in the year 1977.
- c) DiMaggio went back to play for the Dodgers, his old baseball team.
- d) DiMaggio retired from baseball six years after the war ended.

4. Was it surprising that Joe DiMaggio left the Yankees when he was doing well in order to enlist in the U.S. Army? Why or why not?

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“Gremlins” of World War II

Pilots who flew combat missions during World War II knew all about the mischievous spirits known as “gremlins.” They were invisible creatures who were thought to be the “real” cause of mysterious engine failures and other mechanical difficulties experienced by pilots as they flew missions over Europe and in the Pacific during World War II. The pilots who experienced the most troubles were the men of the high-altitude Photographic Reconnaissance Units, or the PRU. The gremlins were equal opportunity tricksters, causing trouble for the Allies and the Axis pilots alike.



The gremlins were not all bad, however, as in the instance of the 482nd Bomb Group who adopted one as their mascot and good luck charm. The myth of the gremlins helped to keep up the morale for the pilots of the RAF through the darkest days of the war. Author and WWII RAF pilot Roald Dahl was commissioned by Walt Disney to write a book about these devious spirits, which was later meant to be turned into an animated film. The female gremlin, Fifinella, became the mascot for the WASPs when they were formed in 1943.

"Gremlins" of World War II

As a warning to all pilots, the RAF (Royal Air Force of Great Britain) produced a poem about the mischievous "gremlins" of WWII:

This is the tale of the Gremlins
As told by the PRU
At Benson and Wick and St Eval-
And believe me, you slobs, it's (all) true.

When you're seven miles up in the heavens,
(That's a hell of a lonely spot)
And it's 50 degrees below zero,
Which isn't exactly hot.

When you're frozen blue like your Spitfire,
And you're scared a Mosquito pink.
When you're thousands of miles from
nowhere,
And there's nothing below but the drink.

It's then that you'll see the Gremlins,
Green and gamboge and gold,
Male and female and neuter,
Gremlins both young and old.

It's no good trying to dodge them,
The lessons you learnt on the Link
Won't help you evade a Gremlin,
Though you boost and you dive and you jink.

White ones will wiggle your wing tips,
Male ones will muddle your maps,
Green ones will guzzle your glycol,
Females will flutter your flaps.



Pink ones will perch on your perspex,
And dance pirouettes on your prop,
There's a spherical middle-aged Gremlin,
Who'll spin on your stick like a top.

They'll freeze up your camera shutters,
They'll bite through your aileron wires,
They'll bend and they'll break and they'll
batter,
They'll insert toasting forks into your tyres.

And that is the tale of the Gremlins,
As told by the PRU,
(P)retty (R)uddy (U)nlikely to many,
But a fact, none the less, to the few. (Felicia)

“Gremlins” of World War II Comprehension Quiz

1. What were the “gremlins” of World War II?
 - a) The “gremlins” of World War II were the planes flown by the Royal Air Force pilots.
 - b) Mischievous elf-like spirits who caused trouble for World War II pilots were thought to be “gremlins.”
 - c) The “gremlins” were the heroes of a movie made by Walt Disney and Roald Dahl.
 - d) RAF and PRU pilots were also known as “gremlins” to their enemies during World War II.
2. For what reason did the RAF publish the poem warning the pilots of World War II about the menace of the “gremlins”?
 - a) It was the desire of the RAF to share their knowledge of the “gremlins” with the world, and therefore they published the poem.
 - b) The RAF wanted to warn their pilots about the very real danger faced by pilots because of these mischievous creatures.
 - c) The poem about the “gremlins” was published as a cruel joke by a group of RAF pilots.
 - d) The poem was published in order to raise the morale of the RAF pilots with the tales of the mythical spirits who caused mechanical problems for friend and foe alike.

3. According to the poem, what are “gremlins” not likely to do to a pilot’s aircraft?
- a) The creatures known as “gremlins” would never cause the cameras to malfunction.
 - b) The “gremlins” will not cause tires to burst or deflate.
 - c) The mischievous spirits would not make the pilot so cold that he would turn blue.
 - d) “Gremlins” will not syphon off the gas from an aircraft’s tank.
4. In your opinion, why would the 482nd Bomb Group and the WASPs both take “gremlins” as their mascots and good luck charms, when they were supposedly the cause of so many problems for the pilots during World War II?

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The Women Who Served

Though they are not as well known, or as celebrated, it must be noted that the women of the United States also served their country with honor during World War II. As civilians, they served in a variety of capacities that included nurses, secretaries and telephone operators. It was not until 1942 that Congress passed a law that allowed for the formation of the first female unit in the armed forces: The Women's Army Auxiliary Corps, or WAAC, which was later changed to Women's Army Corps (WAC). The Army was the first to recruit women, but the Navy, the Coast Guard and the Marines quickly followed their example that same year. At that time, there simply was not enough "man" power to fill all the positions needed, as every able-bodied male was being shipped overseas to fight the Axis powers.

The WACs stepped into many different noncombat roles both at home and overseas. They served in the armed forces at first as file clerks, typists, stenographers and motor pool drivers. As it was discovered that the women were both dedicated and hardworking, their duties were gradually increased. The "skirted soldiers" became "cryptographers, radio operators and repairmen, sheet metal workers, parachute riggers, link trainer instructors, bombsight maintenance specialists, aerial photograph analysts and control tower operators" (Bellafaire); all positions traditionally held by men. They were so successful that General Douglas MacArthur himself called them his "best soldiers ... (saying) that they worked harder than the men, complained less, and were better disciplined" (Morden).

Just as there was a shortage of men to do the tasks that were designated to the female WACs, during World War II there was also a lack of qualified male pilots. All trained male pilots were



needed to fight overseas, but the armed services still had to have pilots at home who would be able to deliver planes to different bases all across the country, as well as transport equipment and military personnel who were not pilots.

In the summer of 1942, therefore, the Army recruited 28 experienced female pilot volunteers to take on these jobs. Those 28 women became the first female squadron of pilots that would become known as the Women Airforce Service Pilots, or WASPs. The military would only accept women who already had flight experience, unwilling to train the women as they were doing with their male counterparts. By the time the

WASP program ended in December 1944, more than 1,100 women were flying every known type of military aircraft, including the bombers, at 120 bases across the country. At that time, however, it was clear that the war was coming to a close, and there was no longer a need for civilian female pilots. The WASPs were unceremoniously disbanded.

Unlike their WAC counterparts, the women who served as WASPs were not recognized as being members of the armed forces. They were civilian volunteers for the duration of the war, despite the best efforts of pilot Jackie Cochran, head of the WASP program, whose goal was to train thousands of women to serve in the military. A bill introduced in Congress in June 1944 by then Air Forces Commander General “Hap” Arnold to grant the women military status was almost unanimously negated.

In fact, the WASPs did not receive any recognition for their contribution until years later. An incident in 1976, however, riled up the women who had served. The Air Force announced that they would now allow women to serve in their ranks. It was, the Air Force officials claimed, the first time they would be allowing women to fly their airplanes. The former WASPs were incensed by this blatant falsehood. As one woman put it, the WASPs “were the first ones” (Stamberg) to fly. Banding together, the women lobbied Congress, believing it was their right to be given military status. Finally, in 1977, they were successful when President Jimmy Carter belatedly granted the brave women flyers military status. In 2009, President Barack Obama awarded the women of WASP the Congressional Gold Medal, which is the highest honor that can be given to civilians.

The Women Who Served Comprehension Quiz

1. What was the difference between the women who served as WACs and the women who served as WASPs?
 - a) The WASPs were officially members of the armed services, while the WACs were not given military status until long after the war had ended.
 - b) The WASPs were given very specific training in important tasks, while the WACs positions had no need of training and therefore they were able to get right to their jobs.
 - c) The women in WAC served exclusively overseas, while the women in WASP were only allowed to serve on the homefront.
 - d) The WACs worked desk jobs, such as decoding, cryptography and radio operations, while the WASPs were given flight training in order to take over the duties of the male pilots at home.
2. What knowledge did WASP applicants have to possess that was not required of their male counterparts?
 - a) The women who wanted to be a part of the WASPs had to have pilot licenses and a certain number of years of flight experience, while the men only had to have a working knowledge of flying.
 - b) Women who wanted to work as WASPs had to possess a working knowledge of how to operate and fly a plane, while the male recruits had no such requirement.
 - c) The women were required to have a college degree in mechanics or engineering if they wanted to serve with the WASPs, while the men only had to be over the age of 18.
 - d) There was no difference in the recruitments for male and female pilots in the Air Force during World War II.

3. Why were the women who had served during World War II angered by the announcement made by the Air Force in 1972 that they would begin allowing women to fly their planes?
- a) The women were infuriated by the announcement because it was made without their knowledge or permission.
 - b) The Air Force blatantly lied to the public in saying that it was the first time women had been allowed to fly their planes, when the WASPs had actually done so during World War I.
 - c) The announcement made the women who had worked as WASPs angry because it was clear to them that they were never going to be given the status of military veteran as was their due.
 - d) The women who had served had flown a large variety of planes for the Air Force during World War II, and they were incensed that their contribution was being essentially forgotten and ignored.
4. Though World War II began in 1939 in Europe, the United States government did not allow women to join the armed services until 1942. Why did they wait to allow women to enlist? Would they have allowed women to join if there had not been such a great need?

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Native American Code Talkers

Codes have been used by the militaries around the world for thousands of years. A code is a system of words, letters, or other symbols that are used to replace the real words or letters in order to keep a message secret. The Roman emperor Julius Caesar created a code to communicate with the generals in his army in which every letter represented the letter three down in the alphabet. The word “hello” written in code would be “khood.” Today, this code is known as the Caesar Cipher.

Written codes are a problem, however, because they are slow. They have to be mailed or delivered by hand to the person for whom they are intended. Also, written codes can be stolen and deciphered by the enemy. Once the enemy has the key to a code, no secret is safe. It was for those two reasons that the United States Marine Corps hired somewhere between 400 and 500 Native Americans to serve as “code talkers.”



“Code talkers” are individuals who are able to speak and comprehend an obscure language that very few people in the world can understand. These individuals use their language as a secret method of transmitting tactical communications during times of war.

The most famous code talkers were the Navajo Windtalkers, who were recruited by the military during World War II. Along with the Navajo soldiers, there were also Comanche, Lakota and Meskwaki soldiers.

This was truly amazing after everything the Native American people had endured at the hands of the U.S. military through their long and bloody history. More than 44,000 Native American men and women from different tribes chose to serve during the war. At the time, the total Native American population in the U.S. was estimated to be at only 350,000.



These soldiers, however, were not the first Native Americans called on to be code talkers. Men from the Cherokee and Choctaw tribes served in that function during the First World War. They used coded radio and telephone transmissions at army bases and on the battlefields.

The first official use of a Native American code talker occurred during World War I in 1918 during the Second Battle of the Somme. Under fire by the enemy, a group of native Cherokee troops were able to signal their base in order to get help. The Choctaw code talkers were pivotal in a series of decisive American victories near the end of World War I. In fact, within three days of the Choctaw code being put into service, the German army was in full retreat.

Adolf Hitler knew about the code talkers who had served in the First World War. In the 1930s, he sent German anthropologists to the United States to study Native American languages. The languages were so complex, however, that their mission was in large part a failure. Because of Hitler's initiative, the U.S. military chose to use code talkers mostly in the War in the Pacific rather than in Europe.

During World War II, Comanche soldiers came up with 100 terms to be used in code. They used Comanche words and also came up with new names for military equipment: turtle for tank, pregnant airplane for bomber, and sewing machine for machine guns. These soldiers were assigned to divisions landing in France on D-Day. They carried radio and wire



equipment on their backs into battle. They began transmitting messages to Army headquarters in June 1944. Many of the Comanche code talkers were wounded, but none were killed in that battle.

The Navajo code talkers, or "Windtalkers," were the most successful. That was due to the complexity of the Navajo language. It was only spoken on native tribal lands, and very little of it had ever been written down. At that time, no more than 30 non-Navajo people were able to comprehend this difficult language. Native speakers were able to encode, send and decode messages written in the Navajo language in less than two minutes. This was incredibly helpful as prior to the code talkers, machines would take 30 minutes to translate messages. A codebook was developed, and a classroom was set up to train these Navajo soldiers in the code. Codebooks never left the classroom, to keep them out of enemy hands.

By the end of World War II, more than 400 Navajo code talkers were deployed throughout battlefields in Europe and in the Pacific. The commander of the forces at Iwo Jima commended the six Navajo



Native American Code Talkers Comprehension Quiz

1. What is a code talker?
 - a) A code talker is a person in the military who speaks an obscure language.
 - b) A code talker is a Native American who served in the U.S. military during either World War I or World War II.
 - c) A code talker is a soldier who is skilled in deciphering verbal encrypted messages.
 - d) A code talker is a courier who passes important messages and documents between Army headquarters and the soldiers in the field.
2. For what reason did Adolf Hitler send anthropologists to the United States prior to the onset of World War II?
 - a) Hitler and the German high command greatly admired the work of the code talkers in World War I, and were anxious to lure the Native American soldiers to their side in the case of another conflict.
 - b) Adolf Hitler did not want his enemies to be able to use the code talkers against him if another war was declared, so he sent experts to learn the Native American languages.
 - c) Hitler was aware of the Army's use of Native American speakers in the last war, and wanted to learn how to speak the Navajo language.
 - d) The German anthropologists planned to eradicate all code talkers who had served in the U.S. Army during World War I, but they were largely unsuccessful.

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Tuskegee Squadron Formation

Chanute to Get Negro Squadron

Washington (AP).

Formation of a Negro pursuit squadron, the first such unit in army history, was announced yesterday by Undersecretary Robert P. Patterson of the War department.

FRI JAN 17 1941

The unit, made up of a ground crew of about 400, 33 pilots and 27 planes, is to be organized and trained at Tuskegee, Ala., where Patterson said a flying field and other new facilities would be provided.

The formation of the squadron was said by the undersecretary to be part of the army's policy to have Negro units in all branches of the service.

The enlisted men for the squadron will be concentrated at Chanute Field, Ill., for training of several months before being sent to Tuskegee.

THURSDAY, MAY 8, 1941



Dilemma X
"an enhance program"

NEGRO AID UNIT TO RECEIVE AID FROM TUSKAGEE

Tuskegee, Ala. (UP)—A primary air corps training school for Negroes—first of its type in the country—is coming into being at Tuskegee Institute, famous Southern Negro educational school.

The first all-Negro air unit, the 99th pursuit squadron is to be "activated" at Tuskegee next October, and at present a 276-man ground crew is being recruited at the institutue.

The first quota to be trained here will include approximately 50 Negro flying cadets. Most of these are expected to be drawn from those now attending ground school at Chanute Field, Rantoul, Ill. The majority of these cadets are graduates of or recent students at such Negro colleges as Morris Brown, Morehouse, Clark University and Tuskegee.

For a year Tuskegee has had a civilian pilot training school in operation and the training fleet now consists of 12 planes.

Tuskegee Airmen Article Questions

1. Having read the previous two articles, what was significant about the formation of the flight squadron in Tuskegee, Alabama?

2. With your own knowledge of history and the information in the two articles, what do you think was the reaction of the general public to the formation of the first African-American flight squadron?

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Benjamin O. Davis, Jr.

Benjamin Davis, Jr. was the commander of the 99th Pursuit Squadron and then the 332nd Fighter Group, the famous Red Tails. Despite the racist feeling of the time, he was also the first African-American general to serve in the United States Air Force. In his fighter group, there were only African-American pilots. Army officials tried to claim that his men were not as good as other squadrons because of their race. They went so far as to say that the squadron should be disbanded before it had ever been deployed overseas. Infuriated, Davis held a press conference at the Pentagon in which he vehemently defended his men. The War Department instituted an inquiry at Davis's request, and found that the soldiers in the African-American 99th squadron stationed in Northern Africa had as good a record as any other air force squad serving at the time. They were very successful, in fact, getting credit for shooting down 12 German Luftwaffe planes while protecting soldiers fighting on the Anzio beachhead in southern Italy.

The Red Tail squadron, under the command of Davis, became one of the most famous and successful fighter pilot groups of World War II. They were deployed to Italy, where it was their job to protect the larger bombers on their missions into enemy territory. Davis's soldiers painted the tails of their airplanes a bright red color. They wanted everyone, friend and foe alike, to know when the "Red Tails" were in the air. The 332nd Fighter Group quickly earned a stellar



reputation for their courage and stalwart dedication to duty. The group was credited with bringing down 112 enemy planes and destroying almost 300 more in over 15,000 missions.

The Red Tails were so good at their jobs that bomber crews began requesting their escort when they went out on missions. Everyone knew that while other squadrons

might abandon the bombers to chase after Luftwaffe planes, the Red Tail pilots would stick with the bombers they were escorting no matter what. Because of that policy, the 332nd squadron only lost about 25 bombers in total. About 66 of their own planes were shot down in the course of their duty.

Due to the success of the Red Tails and other African-American squadrons, President Harry S. Truman eventually signed an official order integrating, or blending, the U.S. Armed Forces so that all soldiers could serve together no matter their race. Davis himself helped to draft the plan that would help implement the president's order. Davis continued to serve in the Air Force for another two decades. He retired from active service in February 1970 as a Commander in Chief. In December 1998, however, Davis was promoted to general by then-President Bill Clinton, who personally pinned the four-star insignia on Davis' uniform.

Benjamin O. Davis, Jr. Comprehension Quiz

1. Who was Benjamin O. Davis, Jr?
 - a. He was the commander of the famous 332nd fighter squadron who served in Italy during World War II.
 - b. Davis was a pilot in World War II who took part in bomber missions in Africa and Italy.
 - c. Benjamin O. Davis, Jr. served in the United States Navy as a commander in chief.
 - d. The famous Red Tails, who were commanded by Davis, had the best record of any squadron in World War II.
2. What was different about the 332nd fighter squadron?
 - a. The 332nd was commanded by African-American commander Benjamin O. Davis, Jr.
 - b. The 332nd was the only all African-American squad in the U.S. Air Force.
 - c. The 332nd was famous for staying with the bombers they were protecting on a mission, while other squads would abandon the bombers to chase Luftwaffe planes.
 - d. The 332nd painted the tails of their planes bright red, rather than the blue color that other planes used.

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- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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What is a Veteran?



“A veteran is someone who, at one point in his or her life, wrote a blank check to the government for an amount of ‘up to and including his or her life’” (Smith).

– Anonymous

“It is the soldier who salutes the flag, who serves beneath the flag and whose coffin is draped by the flag, who allows the protester to burn the flag” (Smith).

–Father Dennis Edward O’Brien USMC

A veteran is defined as any person who served in any branch of the armed services including the Army, Navy, Air Force, Marines and Coast Guard for any amount of time and was released for any reason that was not dishonorable. Many veterans have served in combat zones, or during war time. There are also veterans who chose to serve during times of peace. All veterans served their country honorably and left military service through

honorable discharge. If a soldier has been dishonorably discharged from the armed services for any reason, then that soldier no longer qualifies as a veteran, according to the U.S. military code.

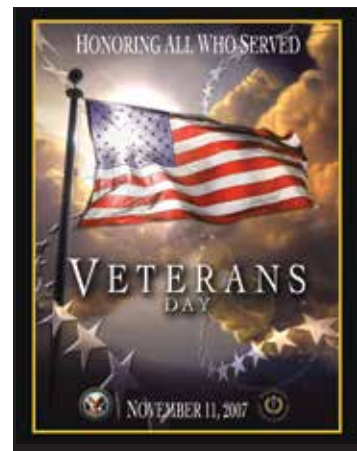
There are four sub-categories or classifications of veterans as well. The first type is “war veteran,” which is any military service man or woman who served in another country, or on the seas, fighting

against an enemy of the United States. A “combat veteran” is any member of the military who has been in combat for any length of time against an enemy of the U.S. An active or reservist member who leaves the armed services after 20 years or more qualifies as a “retired veteran.” Finally, soldiers and service men and women who have been permanently injured in the course of their duties in combat or during peacetime are known as “disabled veterans.”

Men and women who choose to serve their country through honorable military service deserve the respect and appreciation of everyone. This has been true since the founding of the United States. George Washington himself said veterans needed to be “appreciated by their nation” (Smith 2). Abraham Lincoln also thanked the soldiers serving in the Civil War by declaring “honor to the sailor and soldier everywhere, who bravely bears his country’s cause” (Smith). The freedoms of the citizens of the United States are secured by the service of the men and women who are currently serving and have retired from military service. This is of such national importance that the U.S. government set aside one day a year, Veterans Day, to thank the veterans for their service and sacrifice. It was originally known as Armistice Day, which was the day that World War I ended. When Armistice Day became an official holiday, Congress



declared that it should be “a day ... dedicated to the cause of world peace” (Veterans Day). In 1945, the holiday was changed to Veterans Day in order to honor all the veterans who had ever served in the military.



What is a Veteran? Comprehension Quiz

1. What is a veteran?
 - a) A veteran is any man or woman who served in the Army, Navy, or Airforce for a specific length of time and was honorably discharged from duty.
 - b) A veteran is any man or woman who served in the armed forces of the United States during wartime and was honorably discharged from their duty.
 - c) A veteran is anyone who has served in the U.S. armed services at any point in their lives.
 - d) A veteran is any man or woman who served in any branch of the military, for any length of time, who was discharged with honor.
2. Which of these is not officially designated as a classification for veteran status?
 - a) War veterans served in the armed services overseas during a war and were honorably discharged.
 - b) A disabled veteran is any man or woman who has been permanently injured during his or her service in the armed forces.
 - c) A retired veteran is any person who served in the military for at least 20 years before leaving the service through dishonorable or honorable discharge.
 - d) Combat veterans are the men and women who served in the U.S. military in combat against an enemy of the United States.

- “It is the soldier who salutes the flag, who serves beneath the flag and whose coffin is draped by the flag, who allows the protester to burn the flag” (Smith 2).

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

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The Medal of Honor

The United States of America's highest and most illustrious decoration that can be awarded to military personnel is known as the "Medal of Honor." This distinction is bestowed upon the brave men and women who perform extraordinary acts of valor in combat. It was created in 1862 during the American Civil War in order to recognize the soldiers who distinguished themselves by their singular acts of nobility and fortitude in war against the enemy. President Abraham Lincoln first signed a bill allowing the creation of 200 "Medals of Valor" to be given to sailors in the Navy to bolster efficiency. A few months later, the president signed a second bill authorizing 2,000 more medals to be created and awarded to serving members of the Army. The remarkable soldiers who would earn this newly minted decoration faced the extreme perils of battle, and risked life and limb in order to save their fellow soldiers as well as innocent civilians.

To be a Medal of Honor recipient, Congress set up three guidelines in which the medal could be awarded. These guidelines are still being followed today. First, the action can have occurred during combat against an enemy of the U.S. Second, the act of valor can have occurred in a sanctioned military action against a foreign power. Third, the action can have occurred during a battle fought alongside U.S. allies, in which the United States is not the primary aggressor. The Medal of Honor is presented to the awardee by the President, in the name of



Congress, only if the soldier's actions follow one of the three stipulated guidelines. The recipients of the Medal of Honor, from the first awardees to the soldiers serving today, all go far above and beyond the call of duty. They are distinguished and recognized for their acts of bravery in combat. The Medal of Honor is awarded to service members who have survived battle, and also to those who have given their lives in service to their country. The Medal of Honor is the greatest award that can be bestowed on a service member.

The soldiers who were fighting in the Civil War, the time when the Medal of Honor was first created, were performing amazing acts of valor long before the

government created a proper decoration to honor their bravery. The first person to take an action that would eventually be awarded the Medal of Honor occurred in February 1861. An assistant surgeon serving in the Army named Bernard Irwin led a squad of troops to save 60 of his fellow soldiers who were surrounded by the enemy at Apache Pass in Arizona. In June of that same year, sailor John Williams, who was serving aboard the U.S.S. Pawnee, refused to abandon his post despite being wounded as he was unwilling to leave any of his fellow soldiers behind. One month later, 11 people including a woman named Dr. Mary Walker, who would be the only woman to earn the Medal of Honor during the Civil War, performed actions of such extraordinary courage during the first Battle of Bull Run that they were belatedly recognized by both Congress and the President. The first medals were presented to acting soldiers who were the only survivors of Andrew's Raiders in March 1863 by the Secretary of War.

In 2012, President Barrack Obama bestowed the Medal of Honor upon a former Army captain named Forent Groberg, who tackled a suicide bomber while serving in Afghanistan, saving the lives of several soldiers and civilians. The most recent Medal of Honor recipient was a former Army medic named James McCloughan, who ran into the middle of battle in order to save his fellow soldiers in Vietnam despite his own grievous wounds. He would not let anyone attend to his own

injuries until the battle was over. That was only one of the nine times that McCloughan had willingly put himself into harm's way in order to save others. The award was bestowed 48 years after his amazing acts of heroism.

Medal of Honor Comprehension Quiz

1. What is the Medal of Honor?
 - a) The Medal of Honor is the highest honor that can be bestowed upon any soldier serving in the Armed Services of the United States.
 - b) The Medal of Honor is a decoration given out by the Navy for extraordinary acts of valor.
 - c) The Medal of Honor is an award that can only be given to a soldier serving in combat during a war with a foreign power.
 - d) The Medal of Honor is a decoration given by Congress on behalf of the President of the United States.

2. For what reason was the Medal of Honor originally created?
 - a) During the Civil War, the moral of the soldiers was very low, and therefore President Lincoln and Congress wanted to find a way to boost the spirits of the Army.
 - b) The men and women serving in the United States Army during the American Civil War were performing amazing acts of valor with no need for recognition or gratitude.
 - c) During the Civil War, there were so many soldiers who were giving their lives in the service to their country that the president and congress wanted to find a way to honor their memories.
 - d) President Abraham Lincoln caused the Medal of Honor to be created in order to recognize and appreciate those soldiers who had gone beyond the call of duty with their acts of bravery and sacrifice.

- [illegible]

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Flag Etiquette

(Proper care and use of the American flag)



It is very important to respect the American flag. It is the visual representation of the freedom that everyone who lives in the United States is able to enjoy. That freedom comes with a price though, and showing respect for the flag honors the men and women who serve and fight for our flag and for freedom.

For those in the military who are wearing their uniform, when the American flag is being raised or lowered, it is mandatory that they give the military salute. Veterans and active service members who are out of uniform may also salute the flag, but it is not a requirement. For everyone else, honoring the flag

means standing straight with their right hand placed over their heart.

There are very specific guidelines put into place to help people to show the proper respect for the American flag. When the flag is flown outside a building or a home, it should only be out during the daylight hours. On a flagpole, it must be placed above state or local flags. When displaying flags from a variety of different countries, however, the American flag should be placed on the far left, with the other countries' flags displayed beside it at the same height. When the flag is taken to be on display, as in a march or parade, the flag should again be placed on the left.

On certain occasions, as a show of respect for specific types of tragedies, the flag is flown at what is known as half-mast. This means that it is flown at a point halfway up the flagpole. When this situation occurs, the flag should be raised briskly to the top of the pole, for a second, and then slowly lowered to the halfway point on the staff. Lowering the flag from half-mast is the exact opposite. Raise the flag to the top, pause for a second, and then slowly lower the flag all the way down.

The flag can also be flown upside down but only in dire emergencies in which there are extreme levels of danger to people or property.

Many patriotic Americans display the flag in their homes and in their cars. When the flag is attached to a flat surface, the flag code states that the stars should be on the upper left hand corner.

The flag code also lists the things that should never be done to the American flag in any situation. The flag should never be dipped to any person or thing and should never be allowed to touch the ground. It should not be used to carry other articles, and it should never be used as clothing. The flag should not be drawn on, or marked up in any way. Finally, the flag should not be tied up but allowed to fly free.

Flag Etiquette Comprehension Quiz

1. What is the purpose of the flag code?
 - a) The purpose of the flag code is to make sure all Americans are aware of the proper way to fly the American flag and the proper way to dispose of it.
 - b) The purpose of the flag code is to ensure that the men and women in the military are made aware of the correct manner of dealing with the American flag.
 - c) The purpose of the flag code is to teach and instruct Americans in the proper use of the American flag and the etiquette involved in showing respect to that flag.
 - d) The purpose of the flag code is to inform Americans about the proper etiquette when dealing with military personnel and the flag.
2. According to the article, for what reason should U.S. citizens show respect to the American flag?
 - a) U.S. citizens should show respect to the American flag, according to the article, because showing respect to the flag honors the brave men and women who fight for freedom every day in the armed services.
 - b) U.S. citizens should show respect to the American flag, according to the article, because it is right to stand up and place your hand over your heart when the flag is raised.
 - c) U.S. citizens should show respect to the American flag, according to the article, because the flag should never be tied up or allowed to touch the ground.
 - d) U.S. citizens should show respect to the American flag, according to the article, because it is used as a signal when there is a tragedy anywhere in the world or when there is a dire emergency.

3. Under what specific circumstances can the American flag be flown upside down?
- a) The flag may only be flown upside down in the case of a tragedy in which there was significant loss of life or property.
 - b) The flag may only be flown upside down when it is being flown in the evening hours as a mark of respect.
 - c) The flag may only be flown upside down in case of extreme emergencies in which there are clear and present danger to people or to property.
 - d) The flag may never be flown upside down.
4. In your own words, explain why active service members are required to salute the American flag when they are in uniform. (Your answer should be in complete sentences.)

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Comprehension Quiz Answer Keys

(Nonfiction)

Aerospace in California Comprehension Quiz ~ Answer Key

- 1) C
 - 2) D
 - 3) B
 - 4) Answers will vary. (The aerospace industry had a profound effect on Southern California. With the advent of the aerospace industry factories, Southern California was transformed from an agricultural, rural community, to a sprawling urban metropolis. The population grew exponentially, as factory workers salaries were far higher than anywhere else in the world.)
-

Attacks on the United States Comprehension Quiz ~ Answer Key

- 1) A
 - 2) C
 - 3) B
 - 4) Answers will vary. (Students will express their opinion as to why the Japanese attacks on the U.S. mainland were largely unsuccessful, unlike their attack on Pearl Harbor. They will use evidence from the text to support their answer.)
-

Santa Ana Army Air Base History Comprehension Quiz ~ Answer Key

- 1) D
 - 2) B
 - 3) A
 - 4) Answers will vary. (Students will give their opinion as to why a plaque was placed at SAAAB that was dedicated to honor the contribution of the men and women who had been posted at SAAAB for preflight training who helped the Allies to win World War II.)
-

Joe DiMaggio: A Soldier Comprehension Quiz ~ Answer Key

- 1) A
 - 2) B
 - 3) C
 - 4) Answers will vary. (Students will express their opinion as to whether or not it was surprising that Joe DiMaggio left a successful baseball career with the Yankees to voluntarily enlist in the army during World War II.)
-

"Gremlins" of World War II Comprehension Quiz ~ Answer Key

- 1) B
 - 2) D
 - 3) C
 - 4) Answers will vary. (Students will give their opinion about why the pilots of the 482nd Bomber Group and the WASPs both took on "gremlins" as their mascots and good luck charms, despite the fact that they were thought to be mischievous spirits who caused mechanical problems.)
-

The Women Who Served Comprehension Quiz ~ Answer Key

- 1) D
 - 2) B
 - 3) D
 - 4) Answers will vary. (Students will give their opinion as to why the U.S. government did not allow any women to serve in the military until three years after the start of World War II. They will also give their opinion as to whether or not the government would have allowed women to serve at all if there had not been a shortage of males available to serve in the posts that the women filled.)
-

Native American Code Talkers Comprehension Quiz ~ Answer Key

- 1) C
 - 2) B
 - 3) D
 - 4) Answers will vary. (Students will explain, in their own words, why it was amazing that any Native Americans would volunteer to serve in the U.S. Army, despite a long and bloody history of conflict and disease that was visited upon the Native American tribes by the U.S. military and government.)
-

Tuskegee Airmen Article Questions ~ Answer Key

- 1) The formation of the flight squadron in Tuskegee, Alabama was significant because it was the first training school for a squadron of fighter pilots all African-American. It was the first step by the military to integrate all parts of the armed services.
 - 2) Answers will vary. (Students will state their opinion about how people would have felt about the formation of an African-American flight squadron.)
-

Benjamin O. Davis, Jr. Comprehension Quiz ~ Answer Key

1. A
 2. C
 3. C
 4. Answers will vary. (The students will give their opinion as to why President Truman ordered the U.S. armed forces to integrate, allowing white soldiers and African American soldiers to serve together for the first time.)
-

What is a Veteran? Comprehension Quiz ~ Answer Key

- 1) D
- 2) C
- 3) B
- 4) Answers will vary. (Students will explain why they think the government set aside a day, Veterans Day, to honor all veterans.)

Medal of Honor Comprehension Quiz ~ Answer Key

- 1) A
 - 2) C
 - 3) C
 - 4) Answers will vary. (A soldier can be awarded the Medal of Honor if they are shown to have acted in a way that shows extraordinary courage or valor in the saving or protecting of their fellow soldiers or civilians. The soldier can be an active military member or a veteran. The Medal of Honor can be awarded to soldiers who are alive, and also to those who died in serving their country. Finally, the Medal of Honor can only be bestowed if one of three specific conditions are met. Those conditions are: the action occurred during combat against an enemy of the United States, the soldier was serving in a sanctioned conflict against a foreign power, or the action occurred in a conflict fought with allies of United States.)
-

Flag Etiquette Comprehension Quiz ~ Answer Key

- 1) C
 - 2) A
 - 3) C
 - 4) Answers will vary. (Students will give their opinion about why military personnel who are in uniform are required to salute the American flag.)
-

Pre-Visit Fiction Lessons



442nd Regimental Combat Unit

(Narrative)

“Why?” his friend cried. “Why would you want to fight for a country that betrayed you? Look around you. They have our families locked behind barbed wire in an internment camp.”

Aki raised his chin. “Because it’s the right thing to do,” he said simply.

“I have a cousin in the Hawaii Territorial Guard. He’s been in the Army since ’38, but after the attack on Pearl, they took his gun away. They won’t let him do anything.”

Aki said, “That’s changing. You heard the soldier. They’re asking for Japanese-American recruits. That’s us, Hatsu, don’t you see? What is happening over there is wrong, and I think that I can do something to help.”

His friend shook his head. “Try not to die over there.”

Aki almost grinned. “I’ll do my best.”

The next day Aki enlisted in the United States military. He was assigned to the 442nd Regimental Combat Unit. The unit was made up of mostly Nisei soldiers, second generation Japanese-Americans, with Caucasian officers in charge.

Aki was surprised to find himself in the minority, being from the mainland. The Hawaiian born Japanese-American soldiers outnumbered them. The families of the Hawaiian born soldiers had never been interned, and so they could not understand why so few “kotonks” had answered the call of duty.



Aki didn’t know whose idea it was to visit a local internment camp, in nearby Arkansas, but he was glad they did. Relations between the two groups began to improve almost immediately after the visit.

“How could they do this?” a Hawaiian soldier Aki barely knew asked when they were back on the base. “Those people in the camp are U.S. citizens. They haven’t done anything wrong!”

Aki shook his head. “My grandfather says it’s fear. But we,” he said gesturing to the group of soldiers in the mess hall, “are proving them wrong.”

The other soldier nodded. “We’ll go show those gaijin how real soldiers fight!”

Aki grinned. “Zetta ni! You bet we will.”

They completed their basic training at Camp Shelby in Mississippi two months later. In April 1944, they were shipped off to Italy to face the Axis powers. The first action Aki’s unit participated in was to help the Allied forces in the battle to liberate Rome.

As Aki had said, the Nisei soldiers proved themselves to be some of the bravest and most stalwart of any men fighting during World War II. Their most famous victory was the rescue of the Lost Battalion in October 1944, in which they fought to free a battalion of Texan soldiers who were pinned down by the Germans. Two other fighting groups had tried, unsuccessfully, to liberate these trapped Texans.

The 442nd managed to rescue the trapped soldiers, but at the cost of more than 800 casualties. This amazing feat made the 442nd Regimental Combat Unit famous throughout the armed forces. It also led to the majority of the men being either captured or killed. The 442nd would eventually become the most decorated unit of their size in any branch of military service. The soldiers earned the nickname the “Purple Heart Battalion” due to the large number of casualties their group suffered in the performance of their duty.



442nd Regimental Combat Unit Comprehension Quiz

1. For what reason did the Army take away the gun of Hatsu's cousin, the Hawaiian soldier who had been in the Army since 1938, after the attack on Pearl Harbor?
 - a) It was believed that Hatsu's cousin colluded with the Japanese fleet in the attack on Pearl Harbor.
 - b) Hatsu's cousin was dishonorably discharged from the Army after the attack by the Japanese on Pearl Harbor because his parents came from Japan.
 - c) All Japanese-American soldiers were put under suspicion after the attack by the Japanese fleet on Pearl Harbor because they were of Japanese descent.
 - d) The Hawaiian soldiers who were of Japanese descent all quit serving in the United States Army after the attack on Pearl Harbor by the Japanese fleet.
2. Why was there a conflict between the Hawaiian born Japanese-American soldiers and those born on the mainland?
 - a) The Hawaiian born soldiers thought their mainland kin were cowards who were not answering the call of duty.
 - b) The soldiers who were born in Hawaii felt that they had suffered far more than their mainland cousins as they had been attacked by their own people at Pearl Harbor.
 - c) There was a traditional feud that had been going on for generations between the Japanese-Americans born on the mainland and the ones who were born on the Hawaiian Islands.
 - d) There was no conflict between the Nisei soldiers born in Hawaii and those born on the mainland of the United States.

- [illegible]

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The Ghost Army of World War II

(Narrative)



Few people know about a small technical deception unit who operated in secret during the Second World War. They are known as the “Ghost Army.”

The old man sat back in his chair, staring at the child beside him. “You know that I served in World War II. I could have avoided the conflict if I had not enlisted, but I knew that it was my duty to serve.”

“I know about that, Grandpa,” the boy nodded. “You served as an infantryman in Europe after the Japanese fighters bombed Pearl Harbor.”

“That’s right. At least, that’s what I told your grandmother and your mother.” The old man looked around quickly to make sure no one was around. “Would you like to hear the true story? You have to promise not to tell.”

His eyes widened. “I promise,” he breathed.

The old man sat back in his chair. “I was a member of a very special group of 1,100 soldiers. We were a tactical deception unit. Do you know what that means?”

The boy frowned and shook his head.

“We were a group of liars and tricksters working for the Allied war effort.”

“You’re pulling my leg!”

He shook his head solemnly. “Our battalion had an incredibly important job. We worked hard every day to fool the Germans, making them think that whole battalions were close to their lines, when really it was just our one small unit.”

“How did you do that?” his grandson demanded.

“We used balloon tanks and aircraft, huge lights, and recordings of men and machinery moving around. The Germans

were completely fooled by these ridiculous tactics. We made them think there were squadrons and battalions of at least 30,000 men with us,” he said. He leaned towards his grandson and whispered, “We were very good at being sneaky.”

The boy laughed. “You’re lucky the Germans weren’t paying better attention.”

“I suppose that’s true,” he agreed, “but we were also very good at our jobs. One time, my buddies and I startled a farmer who watched the six of us lift a tank and move it to another location on his field.” He leaned closer. “Maybe we should have admitted that it was a fake, but we didn’t want to. Instead, we told him that extraordinary strength was a common American attribute.”

“Are you telling me the truth, Grandpa? Did you really do all those things during the war?”

Her grandfather’s expression turned suddenly serious. “Everything I said was the God’s honest truth. We were the Ghost Army. We traveled all over Europe, helping to deflect the Germans from the real combat units. I am proud to say that we were able to save a lot of good men’s lives.”

The boy grinned. He jumped up to give the old man a hug. “Grandpa, you’re a hero!”

The old man patted his grandson’s back and smiled.

The Ghost Army of World War II Comprehension Quiz

1. Why has the technical deception unit become known as the “Ghost Army”?
 - a) The technical deception unit earned the nickname “Ghost Army” for their brave feats in battle, going into dangerous locations unseen by the enemy, just like ghosts.
 - b) The technical deception unit earned the nickname “Ghost Army” because they were a group of liars and tricksters who were working for the Allies.
 - c) The technical deception unit earned the nickname “Ghost Army” because they were a battalion that was completely unknown to the enemy, as invisible as ghosts.
 - d) The technical deception unit earned the nickname “Ghost Army” because all of the men of the battalion died.
2. Which technique was not used by the technical deception unit during World War II to fool the enemy?
 - a) The men of the technical deception unit were able to save a lot of good men’s lives.
 - b) The technical deception unit used tanks and airplanes that were actually balloons in order to fool the enemy.
 - c) The men of the Ghost Army lied about the ability of the Americans and their allies without hesitation.
 - d) The Ghost Army used recordings that they had made of large battalions of men and machines moving around.

-
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

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The Tuskegee Airmen

(Narrative)



Jim could hardly believe his luck the day he was chosen to be a member of the first African-American flight squadron in the United States Air Force. Everyone knew that only the most tenacious and astute applicants were accepted. Jim had already earned his civilian pilot's license from the School of Aeronautics near Chicago, Illinois, which he knew was a point in his favor. A family friend, Cornelius Coffey, had started the school with his wife Willa Brown in order to train African-American pilots. Jim had been one of the first to sign up.

Jim and the other cadets were all sent to Tuskegee, Alabama, for nine long months of flight school. The first week in Alabama, the cadets had been sorted into groups according to their skill set. They were to be trained as navigators, bombardiers, or pilots. Jim, who had grown up hunting in the back woods with his father, was very good with directions. He was also adept at deciphering any map, even if it had just a few distinguishing details. For that reason, he was chosen to train

as a navigator. It would be his job to make certain his crew never lost their way over the skies of Europe.

His squadron, the 332nd Fighter Group, under the command of Colonel Davis, were eventually deployed to mainland Italy with three other fighter squadrons. It was the job of the 332nd to protect the B-17 Bombers when they flew air assaults over enemy territory.

It seemed to Jim that the Air Force had set up a whole city on their new base in Italy, with yet more instructors, mechanics, cooks, nurses and a variety of other support personnel. He had even met a small group of pilots from Haiti who were assigned to fight with them from the Haitian Air Force.

Jim wasn't sure who had been the first to suggest the squadron paint the tails of their airplanes red. Within a week, however, the tail of every plane in the 332nd was painted with the brightest red paint the airmen could lay their hands on. One of the pilots told Jim that he wanted there to be no doubt

who was escorting the bombers. The squadron also wanted the German Luftwaffe to know, without a doubt, when the “Red Tails” were in their territory.

It had been a surprise when the first bomber crew requested the Red Tail squadron as their escort. Jim had been unable to contain his curiosity and had asked one of the pilots why they wanted his fighter group. The pilot told him that while other escorts did fly out with the bombers, it was the Red Tail squadron who everyone preferred. Other fighter groups would abandon their bombers in order to go after Luftwaffe airplanes that flew into their territory, wanting the glory that came with shooting down an enemy plane. The Red Tails alone refused to leave the bombers they were escorting no matter what happened in the air. They stayed with the bombers until they had all returned safely to base.

Jim felt proud. The Red Tails had lost the fewest bombers of any squadron in Europe. The 332nd, his squadron, was one of the best fighter groups in all of Europe.

The Tuskegee Airmen Comprehension Quiz

1. What was Jim's responsibility in the Red Tail squadron?
 - a) As a bombardier, it was Jim's responsibility to drop the bombs over the enemies' territory.
 - b) As a pilot, it was Jim's responsibility to map out the locations where they were told to fly to and make sure his crew arrived there safely.
 - c) Jim's responsibility in the Red Tail squadron was to work on maps and plot the routes that the airplane crews would take.
 - d) As a navigator, it was Jim's responsibility to make certain that his crew was able to find the location that they were flying to and to get back to the base.
2. Why did the men of the 332nd Fighter Group decide to paint the tails of their airplanes bright red?
 - a) The men of the fighter group wanted to be able to identify each other when they were in the air.
 - b) The airmen thought that it would make them stand out from the other fighter groups on the base.
 - c) The pilots and crews wanted there to be no doubt in anyone's mind who was flying in the skies over Europe when they were in the air.
 - d) The commander liked the color red, and therefore had his squadron use it on their airplanes to distinguish them.

3. In Italy, bomber crews asked to be escorted by the Red Tails because _____.

- a) the Tuskegee Airmen were known for being good in an air fight.
- b) it was known that they would never leave the bombers that they were escorting.
- c) the 332nd fighter group had a great reputation and were some of the best pilots.
- d) they liked the fact that the Red Tails wanted to make sure the Luftwaffe knew when they were flying in their territory.

4. For what reasons are the Tuskegee Airmen of the 332nd Fighter Group seen as historically significant?

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Women's Airforce Service Pilots (Narrative)

It was not just the men who received training at the many Army air bases all over the country. It turned out that smart, ambitious females were also needed for the Women's Airforce Service Pilots service. You can call us WASPs for short.

America had been at war for two whole years before the Army would even think about letting us fly for our country. My sister volunteered early on to join the nursing corps. She felt it was expedient. That was well and good for her, but I could never be a nurse. I do not like needles!

Wait ... please let me introduce myself. My name is Lucy Wise, and I grew up right here in Orange County. I have always loved to fly. That was because of my father, of course. He trained as a combat pilot in the First World War. After that terrible conflict ended, he got a job as a commercial pilot working for Delta. When I was little, he would sometimes let me fly with him. When I was old enough, he took the time to teach me how to fly, and helped me to get my pilot's license. There is nothing I enjoy more than soaring high above the clouds.

When the call for female pilots finally went out, I was one of the first ones to sign up. With my experience, acumen and family background, I knew I would be a perfect candidate.

I was posted to the Santa Ana Army Air Base for the nine-week training course. The women who signed up with me were



the first females to be trained on the base. We were assigned our own private barracks on the grounds, for women only. There were very strict rules about that.

Our training was exactly the same as the men's. Beds had to be made strictly to Army code and regulation. Strict curfews were enforced. We learned how to march together and we paraded on Sunday with the male recruits. Our instructors were anything but benevolent, but we learned a lot.

Our classes were strictly flight training, as there would be no need for any of us to be navigators or bombardiers. What we were needed for was flying missions here in the United States. We took over all the pilot duties at home so the men would be free to serve overseas.

One gal, Lisa Ann Mayweather, did become a mechanic. It was in her blood, she said, as her father, brothers and cousins all worked on cars during peacetime. The rest of us served as pilots and couriers.

After those initial nine weeks, all of the women with me graduated. We were transferred to aviation training bases all over the country. I have never worked so hard in my life, but it was worth it. I was flying at last!

After my training was complete, it was my job to fly the weather officers to different bases within the United States. I flew a Beech C-45. She would not appeal to everyone's aesthetic, but to me she was a beauty.

The war finally ended in 1945, and all of my cohorts in the WASP corps were disbanded. Incredibly, the Army refused to grant us military status, so we could not even call ourselves veterans. We knew, however, that we had done a great thing, and that we had served our country with honor.

Belated recognition was ours, more than 30 years after the war, when President Jimmy Carter signed a law giving the WASPs veteran status. We were vindicated, given our due at long last.

Women's Airforce Service Pilots Comprehension Quiz

1. What made Lucy Wise a perfect candidate for the Women's Airforce Service Pilots?
 - a) She already knew how to fly a plane because her father had taught her and helped her to get her pilot's license.
 - b) Lucy loved nothing so much as she loved flying with her father who was a commercial airline pilot, and would therefore be unafraid to fly in Army planes.
 - c) Her father had been a combat pilot in World War I, and he had told his daughter many stories about flying.
 - d) Lucy Wise did not like the sight of blood, and was therefore only qualified to serve as a secretary or a pilot in the armed services.

2. Why did the armed services eventually allow women to work as pilots?
 - a) The women were eventually allowed to work as pilots in the armed services because there was a shortage of capable people able to fly planes.
 - b) The armed services recognized their error in not allowing women to serve in the Army from the start of the conflict, and therefore recruited women to fly.
 - c) Women protested their exclusion from the conflict so strongly that the armed services were forced to allow them to do their part in serving their country.
 - d) The armed services finally allowed women to serve as pilots because there was a growing need for the male pilots to serve in the war zones.

- [illegible]

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Comprehension Quiz Answer Key

(Narrative)

442nd Regimental Combat Unit Comprehension Quiz ~ Answer Key

- 1) C
 - 2) A
 - 3) D
 - 4) Answers will vary. (Aki's desire to serve in the United States Army is extraordinary because his entire family had been taken from their homes and put into an internment camp. This happened to most families during World War II who were of Japanese descent, and were therefore under suspicion of colluding with the enemy. Despite this, Aki, and many Japanese-American soldiers like him, chose to serve in the military and fight for their country.
-

The Ghost Army of World War II Comprehension Quiz ~ Answer Key

- 1) C
 - 2) A
 - 3) B
 - 4) Answers will vary. (The job of the Ghost Army was to fool the enemy into thinking there were large battalions when really there was only a handful of soldiers with recordings, huge lights, as well as tank and airplane balloons. They were vital to the war effort because they were able to fool the enemy into thinking that large numbers of soldiers were in different locations from where the real fighting force was waiting. It was due to the efforts of the Ghost Army that many Allied soldiers were alive during the war.)
-

The Tuskegee Airmen Comprehension Quiz ~ Answer Key

- 1) D
 - 2) C
 - 3) B
 - 4) Answers will vary. (The soldiers of the 332nd Fighter Group, otherwise known as the Tuskegee Airmen, are historically significant because they were the first African-American fighter squadron formed in the United States Air Force. They also proved to be incredibly brave and tenacious pilots, who lost the fewest bomber squadrons than any other escort pilot group during World War II.)
-

Women's Airforce Service Pilots Comprehension Quiz ~ Answer Key

- 1) A
 - 2) D
 - 3) C
 - 4) Answers will vary. (Students will express their opinion as to why it took the government 30 years to acknowledge the military status of the women who served as WASPs during World War II.)
-

Pre-Visit Supplemental Materials



Glossary

- (1) **soldier** – any person who serves in the armed forces of a country
- (2) **veteran** – any person who has, but no longer, serves in the military
- (3) **military dependents** – the spouse, children, or other relatives of soldiers who rely on the soldier for pay, benefits and rights
- (4) **honor** – living and acting with the core values of respect, duty, selflessness, loyalty, integrity and courage
- (5) **duty** – something a person is required to do morally or legally
- (6) **sacrifice** – to permit injury or death for the sake of something or someone else
- (7) **(above and beyond) the call of duty** – showing a greater degree of courage or effort than is expected; exceeding expectations for a job or position
- (8) **basic training** – initial period of training for military personnel, including physical activities and discipline
- (9) **navigator** – person who chooses and directs the path a ship, aircraft, or other vehicle will follow
- (10) **bombardier** – member of a bomber flight crew who released the bombs
- (11) **squadron** – an operational unit in the air force with two or more planes and crews
- (12) **decommission** – remove from service
- (13) **reclassification** – assignment to a different group or category
- (14) **barracks** – a building or set of buildings used to house soldiers
- (15) **billet** – shelter for troops
- (16) **convalescent** – person recovering from an injury or an illness
- (17) **etiquette** – rules detailing the correct way to behave
- (18) **code** – a system of symbols or signals used for secret communication
- (19) **decipher** – figure out the meaning of something
- (20) **espionage** – the practice of using spies in order to get information about an enemy

Vocabulary Worksheet

Name: _____

Date: _____

Soldier 	Part of speech: Related Words: 	Use the word in a sentence:
Veteran 	Part of speech: Related Words: 	Use the word in a sentence:
Honor 	Part of speech: Related Words: 	Use the word in a sentence:

Vocabulary Worksheet

(continued)

Name: _____

Date: _____

Duty <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Part of speech: <hr/> Related Words: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Use the word in a sentence: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Sacrifice <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Part of speech: <hr/> Related Words: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Use the word in a sentence: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Basic Training <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Part of speech: <hr/> Related Words: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Use the word in a sentence: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Vocabulary Worksheet

(continued)

Name: _____

Date: _____

Navigator 	Part of speech: Related Words: 	Use the word in a sentence:
Bombardier 	Part of speech: Related Words: 	Use the word in a sentence:
Decommission 	Part of speech: Related Words: 	Use the word in a sentence:

Vocabulary Worksheet

(continued)

Name: _____

Date: _____

<p>Barracks</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Part of speech:</p> <p>_____</p> <p>Related Words:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Use the word in a sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Billeted</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Part of speech:</p> <p>_____</p> <p>Related Words:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Use the word in a sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Valor</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Part of speech:</p> <p>_____</p> <p>Related Words:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Use the word in a sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Vocabulary Worksheet

(continued)

Name: _____

Date: _____

<p>Etiquette</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Part of speech:</p> <p>_____</p> <p>Related Words:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Use the word in a sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Code</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Part of speech:</p> <p>_____</p> <p>Related Words:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Use the word in a sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Decipher</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Part of speech:</p> <p>_____</p> <p>Related Words:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Use the word in a sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Vocabulary Worksheet
(continued)

Name: _____

Date: _____

Espionage	Part of speech:	Use the word in a sentence:
_____	_____	_____
_____	Related Words:	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

KWL Chart

Name: _____

Date: _____

Topic: _____

KNOW (what you know about ...)	WONDER (what you want to find out about ...)	LEARNED (what you learned about...)
1. _____ _____ _____ _____ _____ _____ _____	1. _____ _____ _____ _____ _____ _____ _____	1. _____ _____ _____ _____ _____ _____ _____
2. _____ _____ _____ _____ _____ _____ _____	2. _____ _____ _____ _____ _____ _____ _____	2. _____ _____ _____ _____ _____ _____ _____

KWL Chart (continued)

Name: _____

Date: _____

Topic: _____

KNOW (what you know about ...)	WONDER (what you want to find out about ...)	LEARNED (what you learned about...)
3. _____ _____ _____ _____ _____ _____ _____	3. _____ _____ _____ _____ _____ _____ _____	3. _____ _____ _____ _____ _____ _____ _____
4. _____ _____ _____ _____ _____ _____ _____	4. _____ _____ _____ _____ _____ _____ _____	4. _____ _____ _____ _____ _____ _____ _____

KWL Chart (continued)

Name: _____

Date: _____

Topic: _____

KNOW (what you know about ...)	WONDER (what you want to find out about ...)	LEARNED (what you learned about...)
5. _____ _____ _____ _____ _____ _____ _____	5. _____ _____ _____ _____ _____ _____ _____	5. _____ _____ _____ _____ _____ _____ _____

SAAAB Timeline

Name: _____

Date: _____

Create a timeline for the history of the Santa Ana Army Air Base**1941**

- _____

- _____

- _____

- _____

1942

- _____

- _____

- _____

SAAAB Timeline (continued)

Name: _____

Date: _____

Create a timeline for the history of the Santa Ana Army Air Base

1943

- _____

- _____

- _____

- _____

1944

- _____

- _____

- _____

SAAAB Timeline (continued)

Name: _____

Date: _____

Create a timeline for the history of the Santa Ana Army Air Base

1945

- _____

- _____

- _____

- _____

1946

- _____

- _____

- _____

Graphic Organizers for Visit



Heroes Hall

Name: _____

Date: _____

Heroes Hall Exhibits:	What I learned:
1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____
4. _____ _____ _____	_____ _____ _____
5. _____ _____ _____	_____ _____ _____

Heroes Hall (continued)

Name: _____

Date: _____

Heroes Hall Exhibits:	What I learned:
6. _____ _____ _____	_____ _____ _____
7. _____ _____ _____	_____ _____ _____
8. _____ _____ _____	_____ _____ _____
9. _____ _____ _____	_____ _____ _____
10. _____ _____ _____	_____ _____ _____

Heroes Hall Exhibits

Name: _____

Date: _____

Heroes Hall Exhibits:	What I learned:
1. First Floor Exhibit	_____ _____ _____
2. Santa Ana Army Air Base	_____ _____ _____
3. Gremlin Mural	_____ _____ _____
4. Conscription and the Draft	_____ _____ _____
5. Arsen Ohanian	_____ _____ _____

Heroes Hall Exhibits (continued)

Name: _____

Date: _____

Heroes Hall Exhibits:	What I learned:
6. Southern California's Aerospace Industry	<hr/> <hr/> <hr/>
7. The Military and the Aerospace Industry	<hr/> <hr/> <hr/>
8. Tuskegee Airmen and Women	<hr/> <hr/> <hr/>
9. WASPs and WACs	<hr/> <hr/> <hr/>
10. Jacqueline "Jackie" Cochran	<hr/> <hr/> <hr/>

Heroes Hall Exhibits (continued)

Name: _____

Date: _____

Heroes Hall Exhibits:	What I learned:
11. Benjamin O. Davis, Jr.	_____ _____ _____
12. 442nd Regimental Combat Team	_____ _____ _____
13. Don Beachcomber	_____ _____ _____
14. Chinese Detachment at SAAAB	_____ _____ _____
15. Joseph Heller: Catch-22	_____ _____ _____

Heroes Hall Exhibits (continued)

Name: _____

Date: _____

Heroes Hall Exhibits:	What I learned:
16. Joe DiMaggio and Gene Autry	<hr/> <hr/> <hr/>
17. Interesting Facts	<hr/> <hr/> <hr/>

Heroes Hall: Soldiers and Veterans

Name: _____

Date: _____

Soldiers/Veterans of Heroes Hall:	What I learned about the soldiers/veterans:
1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____
4. _____ _____ _____	_____ _____ _____
5. _____ _____ _____	_____ _____ _____

**Heroes Hall: Soldiers
and Veterans** (continued)

Name: _____

Date: _____

Soldiers/Veterans of Heroes Hall:	What I learned about the soldiers/veterans:
6. _____ _____ _____	_____ _____ _____
7. _____ _____ _____	_____ _____ _____
8. _____ _____ _____	_____ _____ _____
9. _____ _____ _____	_____ _____ _____
10. _____ _____ _____	_____ _____ _____

Post-Visit Activities



Heroes Hall Writing Assignment

(Informal Letter - Thank a Soldier/Thank a Veteran)

I. Informal Letter Format

1. Heading ~ The date written at the top right of the page.
2. Greeting ~ Skip a line. Write the greeting which starts with the word “Dear,” followed by the name of the person receiving the letter and a comma.
3. The Body ~ Skip a line after the greeting, make sure to indent, and begin writing the message. Remember to indent for each new paragraph.
4. The Closing ~ Skip a line after the last sentence of the body of the letter. The closing is written on the right side of the paper. The closing is usually the word “Sincerely,” “Love,” or “Your friend.” The first word of the closing is capitalized and the closing ends with a comma.
5. The Signature ~ Sign your name.

II. Informal Letter Assignment

Soldiers and veterans are so important and we need to honor them for their service and commitment. Therefore, you will write a letter to a soldier or a veteran you know, thanking them for their service to our country. If you do not know a veteran, you can always contact your local Veteran’s Administration.

III. Informal Letter Template

(date)

(greeting)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

(closing)

(signature)

Heroes Hall Creative Writing Assignment

(Informal Letter)

I. Informal Letter Format

- 1) Heading ~ The date written at the top right of the page.
- 2) Greeting ~ Skip a line. Write the greeting which starts with the word “Dear,” followed by the name of the person receiving the letter and a comma.
- 3) The Body ~ Skip a line after the greeting, make sure to indent, and begin writing the message. Remember to indent for each new paragraph.
- 4) The Closing ~ Skip a line after the last sentence of the body of the letter. The closing is written on the right side of the paper. The closing is usually the word “Sincerely,” “Love,” or “Your friend.” The first word of the closing is capitalized and the closing ends with a comma.
- 5) The Signature ~ Sign your name.

II. Informal Letter Assignment

Imagine that you are a soldier posted to the Santa Ana Army Air Base for basic training in 1943. Write a letter home to your mom and dad telling them that you are safe and about all the interesting things you have learned since being sent to SAAAB for your pre-flight training. It is your choice whether you are being trained as a pilot, bombardier, or navigator. Include specific details about your life on the base based on what you have learned from your pre-visit reading and from the notes that you took during your visit to Heroes Hall

III. Informal Letter Template

(date)

(greeting)

[illegible]

(closing)

(signature)

Heroes Hall Creative Writing Assignment

(Formal Letter)

I. Formal Letter Format

- 1) Sender's Details (You) ~ The sender's home address, phone number and email address are written in the top left corner.
- 2) Date ~ Skip a line. Write the date.
- 3) Recipient's Details ~ Skip a line. Write the name of the person you are sending the letter to. Underneath that is written the company's name followed by the address and the phone number of the company.
- 4) Greeting ~ Skip a line. Write the greeting. The greeting starts with the word "Dear" or "To," followed by the name of the person receiving the letter. The greeting ends with a colon. If you do not know the name of the person you are addressing, you should write "To Whom It May Concern:"
- 5) Body ~ Skip a line after the greeting, make sure to indent, and begin writing the message. Remember to indent for each new paragraph.
- 6) Closing ~ Skip a line after the last sentence of the body of the letter. The closing is written on the right side of the paper. The closing is usually the word "Sincerely." The first word of the closing is capitalized and the closing ends with a comma.
- 7) Signature ~ Skip a line. You will go back and print your name in this space with a pen. On the next line write your full name.

II. Formal Letter Assignment

Imagine that you are a soldier who has been sent to the Santa Ana Army Air Base for basic training in the year 1943. Write a letter to your commanding officer making a formal and respectful request: asking for leave, making a complaint, asking for a reassignment, etc.

III. Formal Letter Template

(date)

(sender's details)

(recipient's details)

(greeting)

★★★★★★

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

_____ (print name)

(signature)

Heroes Hall Essay Assignment

(Focusing on Introduction and Conclusion)

I. Choose a prompt:

- 1) How did the Santa Ana Army Air Base, the aerospace industry, or World War II help to build up Orange County?
- 2) Why should we remember and honor veterans who have fought for our country?
- 3) What contributions did the Tuskegee Airmen, the 442nd Regimental Combat Unit, or the Native American Code Talkers make to the Allied war effort?
- 4) What contribution did the women who signed up to be a part of the WASPs and WACs make to the war effort? What made their roles so vital?
- 5) What were the “Gremlins” of World War II? Were they helpful or harmful to the RAF pilots?
- 6) Should the government make use of the draft in times of war? Why or why not?

II. Write a three paragraph essay on the prompt you chose. Your essay will need to include a strong introductory paragraph and a good concluding paragraph.

- 1) A strong *introductory paragraph* should clearly state what you are going to be discussing in your essay. This paragraph needs to begin with a “hook,” or attention-grabbing sentence. Three sentences that tell the reader what you are going to be writing about should follow the first sentence. Finally, the paragraph should end with a thesis statement, or argument. In the thesis statement you will make your argument. You do not need to use the words “I think.” It is your essay, and therefore the reader knows the opinion is yours.
- 2) A good *concluding paragraph* should sum up the main point of the essay. The first sentence of a concluding paragraph should restate, or say again, the thesis statement from the introductory paragraph. That should be followed by a short summary of the three points that you made in the body of the essay. Finally, you should end with a final thought that shows the importance of the topic you wrote about.

Heroes Hall Essay Assignment (continued)

III. Start with a graphic organizer to help plan out your essay. Choose a topic, and write down any ideas or facts related to your topic.

(topic)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

IV. Organize your writing. Choose the three best examples from your graphic organizer to include in your essay.

1st Paragraph
<p style="text-align: center; margin-bottom: 10px;">First Sentence - “hook”:</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>
<p style="text-align: center; margin-bottom: 10px;">Point 1:</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>

Heroes Hall Essay Assignment (continued)**1st Paragraph****Point 2:**

Point 3:

Thesis Statement:

2nd Paragraph**Topic Sentence:**

Heroes Hall Essay Assignment (continued)

2nd Paragraph
<p>Point 1:</p> <hr/> <hr/> <hr/>
<p>Explanation of Point 1:</p> <hr/> <hr/> <hr/>
<p>Point 2:</p> <hr/> <hr/> <hr/>
<p>Explanation of Point 2:</p> <hr/> <hr/> <hr/>

Heroes Hall Essay Assignment (continued)**2nd Paragraph****Point 3:**

Explanation of Point 3:

Concluding Sentence:

3rd Paragraph**Restatement of Thesis:**

Heroes Hall Essay Assignment (continued)

3rd Paragraph
Summarize Point 1: <hr/> <hr/> <hr/>
Summarize Point 2: <hr/> <hr/> <hr/>
Summarize Point 3: <hr/> <hr/> <hr/>
Final Thought: <hr/> <hr/> <hr/>

IV. Write the final draft of the essay.

Date: _____

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Heroes Hall Essay Assignment

(Focusing on Providing Strong Examples)

I. Choose a prompt for the list provided:

- 1) How did the Santa Ana Army Air Base, the aerospace industry, or World War II help to build up Orange County?
- 2) Why should we remember and honor veterans who have fought for our country?
- 3) What contributions did the Tuskegee Airmen, the 442nd Regimental Combat Unit, or the Native American Code Talkers make to the Allied war effort?
- 4) What contribution did the women who signed up to be a part of the WASPs and WACs make to the war effort? What made their roles so vital?
- 5) What were the “Gremlins” of World War II? Were they helpful or harmful to the RAF pilots?
- 6) Should the government make use of the draft in times of war? Why or why not?

II. Write a three paragraph essay on the prompt you chose. Your essay will need to include three strong, concrete, specific examples that support your topic or argument from your own knowledge, from your reading, and from what you learned on your visit to Heroes Hall.

Heroes Hall Essay Assignment (continued)

III. Start with a graphic organizer to help plan out your essay. Choose a topic, and write down any ideas or facts related to your topic.

(topic)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

IV. Organize your writing. Choose the three best examples from your graphic organizer to include in your essay.

1st Paragraph
<p style="text-align: center; margin-bottom: 10px;">First Sentence - “hook”:</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>
<p style="text-align: center; margin-bottom: 10px;">Point 1:</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>

Heroes Hall Essay Assignment (continued)**1st Paragraph****Point 2:**

Point 3:

Thesis Statement:

2nd Paragraph**Topic Sentence:**

Heroes Hall Essay Assignment (continued)

2nd Paragraph
<p>Point 1:</p> <hr/> <hr/> <hr/>
<p>Explanation of Point 1:</p> <hr/> <hr/> <hr/>
<p>Point 2:</p> <hr/> <hr/> <hr/>
<p>Explanation of Point 2:</p> <hr/> <hr/> <hr/>

Heroes Hall Essay Assignment (continued)**2nd Paragraph****Point 3:**

Explanation of Point 3:

Concluding Sentence:

3rd Paragraph**Restatement of Thesis:**

Heroes Hall Essay Assignment (continued)

3rd Paragraph
Summarize Point 1: <hr/> <hr/> <hr/>
Summarize Point 2: <hr/> <hr/> <hr/>
Summarize Point 3: <hr/> <hr/> <hr/>
Final Thought: <hr/> <hr/> <hr/>

IV. Write the final essay.

Date: _____

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Heroes Hall Comprehension Questions

1. Why did the Army open the Santa Ana Army Air Base? What was the purpose of the base?

2. In your opinion, what did Edrick Miller mean when he said that “no single event has been more responsible for the ... growth ... in Orange County ... than the Santa Ana Army Air Base”?

3. What is the significance of the “Gremlin” mural painted by Jack Otterson that can be seen at Orange Coast College?

4. Under what circumstances would the United States government make use of the policy of conscription?

5 What was the job of photographer Arsen Ohanian during World War II? Why was his job important to the military?

6 Who was Joseph Heller and what is his connection to the Santa Ana Army Air Base?

7 What is the purpose of Boeing’s “Blue Ox” advertisement poster?

8 In what ways did the aerospace industry greatly change and influence Southern California during World War II?

9 How would Southern California look today if the aerospace industry had decided to open their factories in a different state? Why?

10. Who were the Tuskegee Airmen? What made them historically significant?

11. Who was Benjamin O. Davis, Jr. of the Tuskegee Airmen? What did he do to promote the cause of the African American soldier in the United States military?

12. What was the job of the code talkers? Would the Allies have been able to win the war without them?

13. What was the difference between the Women's Army Corps (WACs) and the Women's Airforce Service Pilots (WASPs)? What were their respective responsibilities

14. Why were the women of the Women's Army Corps allowed to go to any non-combat training courses on the Santa Ana Army Air Base only? What positions were they supposed to fill?

15. What impact did Jackie Cochran's discussion with first lady Eleanor Roosevelt have on female involvement during World War II?

16. What was significant about the 442nd Regimental Combat Team? What made them different from other soldiers serving in the U.S. military?

17. For what reason was Kazuo Masuda, a Japanese American, not allowed to be on active duty for two years during World War II despite the fact that he had enlisted in the Army long before the Japanese fleet attacked Pearl Harbor?

18. What did Ernest Raymond Beaumont Gantt, also known as Don Beachcomber, do for the United States military? In what way did he help with Army morale?

19. Why did China send a detachment of soldiers to be trained at the Santa Ana Army Air Base? What was their primary mission?

20. What was special about Joe DiMaggio as a soldier? What made him different from other celebrities who enlisted in the armed services?

Heroes Hall Comprehension Questions ~ Answer Key

1. The Army opened the Santa Ana Army Air Base, also known as SAAAB, in order to recruit and train pilots to fight in World War II. The base's purpose was to classify recruits as pilots, navigators, or bombardiers. The base also was used to give both male and female recruits their preflight training. The base did not have airplanes for the cadets to practice flying in. They did that when they were sent on to their next base.
2. Answers will vary. Edrick Miller meant that he thought that the building of the Santa Ana Army Air Base in Southern California was the most important event that helped to build up the area. Before the base was built, and before the aerospace companies decided to relocate to Southern California, the area was almost exclusively agricultural. The area was very rural, with a small population. With the building of the base, the population grew exponentially, making the area more and more urban.
3. The “Gremlin” mural was significant because it was created by a soldier named Jack E. Otterson, who served at SAAAB. It was hung in the main lounge area of the cadet’s service club. The reason that he featured gremlins was because during World War II pilots and flight crews blamed the mischievous creatures known as the gremlins for any inexplicable accidents or problems they had during their flights.
4. The United States government would make use of a policy of conscription when the country is at war and there are not enough soldiers who have voluntarily enlisted to fight. Fortunately, this has not happened in the U.S. since the Vietnam War.
5. Arsen Ohanian was a photographer who served at SAAAB during World War II. His job was important to the military because he, and many other individuals like him, documented every aspect of military life starting with basic training.
6. Joseph Heller was a bombardier who trained at SAAAB. After the war he wrote the book *Catch-22* about his experiences during World War II, including his training at the base.

7. The purpose of Boeing's "Blue Ox" advertisement poster was to honor and explain the job of the soldiers who served as bombardiers who use products (bombs and bomb sights) made by the Boeing Company. Its secondary purpose was to advertise the aerospace company, Boeing, and make it clear to the public that they will be as useful after the war as they have been during the war.
8. The aerospace industry changed Southern California in many ways during World War II. The area changed from a mostly agricultural rural society to a more urban technological society. Many companies chose to open factories in Southern California because of the temperate climate, geographic location, and abundance of good colleges in the area. Skilled workers and factory workers moved to Southern California for the same reasons, causing a major boom in the population.
9. Answers will vary. (Students will explain what they believe Southern California would have looked like today if the Army had not built SAAAB and the aerospace industry hadn't chosen this area to build their factories. They will also explain why they think that.)
10. The Tuskegee Airmen, also known as the 332nd and 99th fighter groups, were the first African Americans to serve in the United States Army Air Corps. They were called Tuskegee Airmen because they were trained at a base in Tuskegee, Alabama.
11. Benjamin O. Davis, Jr. was the first African American to be made a general in the U.S. Air Force and the leader of the 99th Pursuit Squadron, also known as the Tuskegee Airmen, during World War II. He promoted the cause of African American soldiers by being one of the first men selected to train at the Tuskegee Army Air Field, and excelling at his training. He was the first African American to make a solo flight in an Army Air Corps plane, and quickly rose through the ranks because of his abilities.
12. The code talkers', or more specifically the Navajo Windtalkers', job was to convey important messages for the military. Native American soldiers used their native language as the code in order to confuse the enemy, who could not understand or decipher the language or the code. The code talkers were of incredible significance to the armed forces, especially the Windtalkers, because the Navajo code is the only one that has never been deciphered. (Students will include a sentence or two about whether or not they think the allies could have won the war without the code talkers.)

13. The Women's Army Corps (WACs) were women who volunteered to serve in the Army. They worked desk jobs, with 50 percent being in administrative positions. The Women's Airforce Service Pilots (WASPs) were also women who volunteered to serve in the Army. They trained as pilots, and tasked with ferrying planes to different locations and flying officers to different bases in the United States.
14. The women of the Women's Army Corps were only allowed to go to non-combat training courses on the Santa Ana Army Air Base because they were never going to be allowed into combat zones. What the women were needed for was to serve in secretarial and administration positions in the U.S., in order to free up the men to go and fight in Europe and in the Pacific.
15. Jackie Cochran's discussion with first lady Eleanor Roosevelt had a great impact on female involvement during World War II because it was she who convinced the first lady that there would be a need for female pilots to help in the war effort. It was she who began recruiting qualified women to begin training and to ferry planes across the ocean to Britain and France, where they were desperately needed.
16. The 442nd Regimental Combat Team was significant because it was comprised entirely of Japanese American citizens who volunteered to serve during World War II. They are also significant because the 442nd is the most decorated unit in military history.
17. Kazuo Masuda was not allowed to be on active duty during World War II after the Japanese fleet attacked Pearl Harbor because he was a Japanese American. The United States government and the United States military were unsure whether or not they could trust Japanese Americans, even those who had enlisted in the Army before the Japanese attacked America. The government and the military were unsure about where the loyalties of Americans of Japanese descent would ultimately rest.
18. Ernest Raymond Beaumont Gantt, also known as Don Beachcomber, was commissioned by the Army to open officer's clubs and officer's messes at the different training centers in California and three other states. The Army chose him because he was already a successful restaurateur when the war started, famous for his Polynesian-themed restaurants. He made the clubs and messes on the different bases more fun and interesting.

19. China sent a detachment to SAAAB in order for their soldiers to learn English, as well as to learn how to fly the new types of airplanes that the U.S. had provided for the Chinese pilots. They did this because the U.S. and China were allies during World War II, fighting against the Japanese, who had decimated China's air force.
20. As a soldier, Joe DiMaggio was special because unlike other celebrities who served at SAAAB, he did not expect or want any special treatment. He volunteered to serve in the Army because it was his duty, and he wanted to be treated as just another soldier. He did, however, play for the baseball team at SAAAB and the other bases where he was stationed.

High School Standards



Eleventh-Grade Social Studies Standards

11.7 Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of California Department of Education Created May 18, 2000 GRADE ELEVEN 51 America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
 7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

11.8 Students analyze the economic boom and social transformation of post–World War II America.

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman’s labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

English Language Arts Standards » History/Social Studies » Grade 11-12**Key Ideas and Details:**CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Eleventh-Grade Language Arts Standards

English Language Arts Standards » Reading: Literature » Grade 11-12

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

English Language Arts Standards » Writing » Grade 11-12 » 1

Text Types and Purposes:

CCSS.ELA-LITERACY.WHST.11-12.1

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.11-12.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.WHST.11-12.2.D

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.2.E

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing:CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

Eleventh-Grade English Language Arts Standards for Science and Technical Subjects Grades 11-12

Key Ideas and Details:

CCSS.ELA-LITERACY.RST.11-12.1

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-LITERACY.RST.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Craft and Structure:

CCSS.ELA-LITERACY.RST.11-12.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

CCSS.ELA-LITERACY.RST.11-12.5

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CCSS.ELA-LITERACY.RST.11-12.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CCSS.ELA-LITERACY.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Heroes Hall Online Resources



Heroes Hall Online Resources

World War II "Gremlins" Video:

<https://www.youtube.com/watch?v=D1xqrtdtJs8w>

Japanese Internment Camp Videos:

<https://www.youtube.com/watch?v=l-i6D3jY1Ec>

Tuskegee Airmen Videos:

<https://www.youtube.com/watch?v=qMPLpExgkGg>

<https://www.youtube.com/watch?v=4C7IEZihHoE>

<https://www.youtube.com/watch?v=bcFEwgoWymo&t=21s>

WASPs of World War Two Videos:

<https://www.youtube.com/watch?v=nxDdVoiLHcg>

<https://www.youtube.com/watch?v=QUjHeYpTLmw>