



# Heroes Hall Veterans Museum and Education Center



## Instructional Guide for Upper Elementary



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



The *Heroes Hall Veterans Museum and Education Center: Instructional Guide for Upper Elementary Schools* was developed by the OC Fair & Events Center. The publication was written by Beth Williams and designed by Lisa Lerma. It was published by the OC Fair & Events Center, 32nd District Agricultural Association, State of California, 88 Fair Drive, Costa Mesa, CA 92626.

© 2018 by the OC Fair & Event Center.

All rights reserved

Reproduction of this document for resale, in whole or in part, is not authorized.

For information about this instructional guide, or to schedule a classroom tour of Heroes Hall, please visit <https://ocfair.com/heroes-hall/> or call (714) 708-1976.

# TABLE OF CONTENTS



<b>Introduction</b>	<b>1</b>	<b>Post-Visit Activities</b>	<b>93</b>
<b>Pre-Visit Nonfiction Lessons</b>	<b>2</b>	Writing Assignment (Informal Letter– Thank a Soldier/Thank a Veteran)	94
Attacks on the United States Mainland During World War II	3	Creative Writing Assignment (Informal Letter)	96
Santa Ana Army Air Base History	8	Creative Writing Assignment (Formal Letter)	98
Joe DiMaggio: A Soldier	14	Essay Assignment Focusing on Introductions and Conclusions	101
“Gremlins” of World War II	18	Essay Assignment Focusing on Providing Strong Examples	107
The Women Who Served	23	Comprehension Questions	113
Native American Code Talkers	28	Comprehension Questions Answer Key	117
What is a Veteran?	34		
The Medal of Honor	39	<b>5th Grade Standards</b>	<b>120</b>
Comprehension Quiz Answer Key (Nonfiction)	44	English Language Arts Common Core Standards	121
<b>Pre-Visit Fiction Lessons</b>	<b>47</b>	History-Social Science Common Core Content Standards	124
442nd Regimental Combat Team	48	<b>Heroes Hall Online Resources</b>	<b>125</b>
The Ghost Army of World War II	53	World War II “Gremlins” Video	126
The Tuskegee Airmen	58	Japanese Internment Camp Videos	126
Women’s Airforce Service Pilots	63	Tuskegee Airmen Videos	126
Comprehension Quiz Answer Key (Narrative)	68	WASPs of World War II Videos	126
<b>Pre-Visit Supplemental Materials</b>	<b>70</b>		
Glossary	70		
Vocabulary Worksheets	72		
KWL Chart	78		
SAAAB Timeline	81		
<b>Graphic Organizers for Visit</b>	<b>84</b>		
Heroes Hall Graphic Organizer (Blank)	85		
Heroes Hall Exhibits Graphic Organizer	87		
Heroes Hall: Soldiers and Veterans Graphic Organizer	91		





## Welcome, educators!

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 the 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



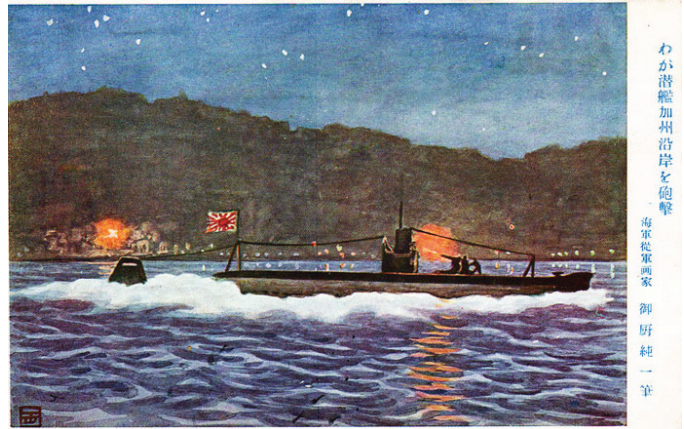
## Attacks on the United States Mainland During World War II

Did you know that California was under a constant threat of attack during World War II? In fact, the Japanese military planned to invade the United States mainland after the attack on Pearl Harbor. California was invaded and bombed at least twice during the war. The Army set up bases along the coastline of the United States. They wanted to make sure there were soldiers and weapons in place to defend against any assault.

There were in fact at least six different attacks on the United States, including Pearl Harbor. The attacks were planned and executed by both Germany and Japan.

Would it surprise you that the biggest act of espionage, or spying, happened before the U.S. even entered World War II? Thirty men and three women, who were spies for Germany, tried to get military secrets. They wanted to find out about shipping patterns 10 years before World War II even started. They stole schematics, or blueprints, for the bombs used in American planes. Fortunately, the FBI discovered the group known as the Duquense Ring in 1941. They arrested all 33 members.

The first attack on the U.S. mainland by the Japanese military occurred in June 1942. A Japanese submarine, called an I-25, followed an American fishing boat up the Columbia River in Oregon. In that way, the enemy submarine was able to avoid mines in the water. When it came to Fort



Stevens, the submarine surfaced and launched 17 missiles at the fort.

Thankfully, the attack was a failure. This was due to the intelligence of Fort Stevens' commander. He knew that if his men fired back at the sub, then the Japanese soldiers would be able to see where they were. Therefore, he ordered his men to not return fire. The Japanese missiles mostly fell on a nearby empty baseball field. That was the first occasion that the United States mainland had ever been bombed by a foreign power.

The next Japanese raid occurred 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. They thought, incorrectly, that the Japanese were invading.

Japan's next strike against the United States happened in Oregon, where the first enemy bombing had occurred. The Japanese submarine I-25 returned to the Oregon coast. This time the submarine launched 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. Because of the quick action of the Oregon fire department, however, the blaze was swiftly contained.

The pilot tried a second time to bomb Oregon, but the fire department was able to put the fire out again. An interesting side note from this bombing occurred years later when the pilot of the E14Y went to Brooks, Oregon, on a goodwill visit. Upon his death in 1997, he was made an honorary citizen of the 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 used hydrogen balloon bombs, also known as "Fugos." These were high-altitude balloons with almost 50 pounds of incendiary materials such as napalm and thermite.

The balloons were launched in Japan, 5,000 miles from the United States. They rose to over 30,000 feet. They flew along the jet stream, eventually landing on mainland America. The bombs were designed to explode three days after launch. That was when the scientists in Japan believed the bombs would be over U.S. soil. Over 350 of these dirigibles made it across the ocean. They were

spotted flying over 15 different states. Many were intercepted or shot down by the U.S. military. One downed bomb that the military had missed exploded killing a pregnant woman and five children in Oregon. Their deaths were the only civilian 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) It was the first time that the mainland of the United States had been bombed by a foreign enemy.
  - b) The intelligence of the commander who knew that if they fired back, the Japanese submarine would know where they were.
  - c) It was during that bombing that the first American civilians were killed by a foreign power on the U.S. mainland.
  - d) The only damage done was to a nearby baseball field.
- 2) Why did the people of Brooks, Oregon, make a World War II Japanese pilot an honorary citizen of their town after his death?
  - a) The pilot had been ordered to bomb their town during World War II, but he had refused.
  - b) The Japanese pilot moved to Brooks, 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.

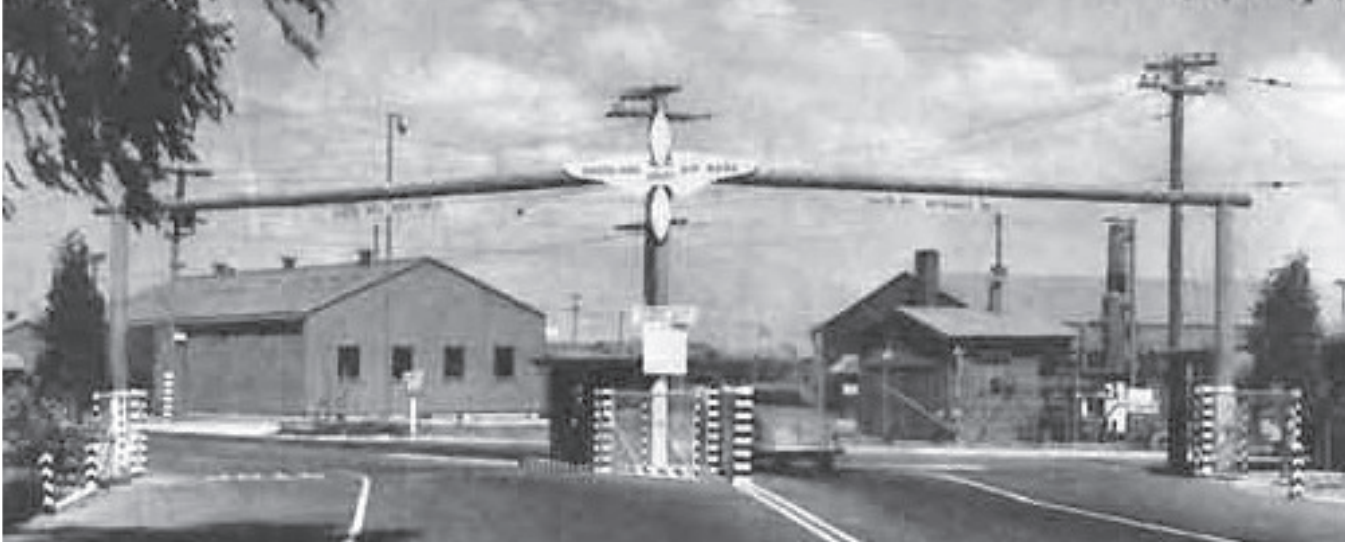


- 
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**References:**

- 1) Andrews, Evan. "5 Attacks on U.S. Soil During World War II." *History.com*, A&E Television Networks, 23 Oct. 2012,  
<http://www.history.com/news/history-lists/5-attacks-on-u-s-soil-during-world-war-ii>.
- 2) *Elwood-Shelling-Japanese Postcard*. Blogspot.com,  
[2.bp.blogspot.com/-vrwCTjnQBEQ/VnawLLn4ryI/AAAAAAAAABB0/DshMdakBB-4/s1600/ellwood-shelling-japanese-postcard-AOGHS.jpg](http://2.bp.blogspot.com/-vrwCTjnQBEQ/VnawLLn4ryI/AAAAAAAAABB0/DshMdakBB-4/s1600/ellwood-shelling-japanese-postcard-AOGHS.jpg). (photo credit)

## 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 an official Army air base? It was spread out over 1,337 acres, and it stretched from Harbor Boulevard to Baker Street, to Wilson Street, and to Newport Boulevard.

The Santa Ana Army Air Base, or SAAAB, was built during World War II. It was used for the basic training of combat pilots who were needed for the war in Europe and in the Pacific. The Army had the base built in 1942. They leased the land from the city for \$6,400 a year. There were 800 buildings 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 it was finished, SAAAB was almost its own city.



SAAAB was not an ordinary airbase because it had no runways, planes, or hangars. SAAAB and many air bases like it all over the country were built to train soldiers who did not know how to fly. The Army did not just need pilots, though, but also bombardiers, navigators, mechanics, radio operators, and a whole host of other important jobs. Cadets were put through two days of testing. They were also given a thorough check-up by staff doctors.



Finally, the officers in charge would decide what job the cadet should do. Cadets then went through nine weeks of basic training before they were able to move on to a flight school.

The first 50 cadets arrived on the Santa Ana Army Air Base in February 1942. The barracks were not finished, so they stayed in tents on the base grounds. Five days later, 2,000 more cadets arrived with officers and administrators and training began. The Army Air Corps also hired 250 civilian high school and college teachers to work at SAAAB.

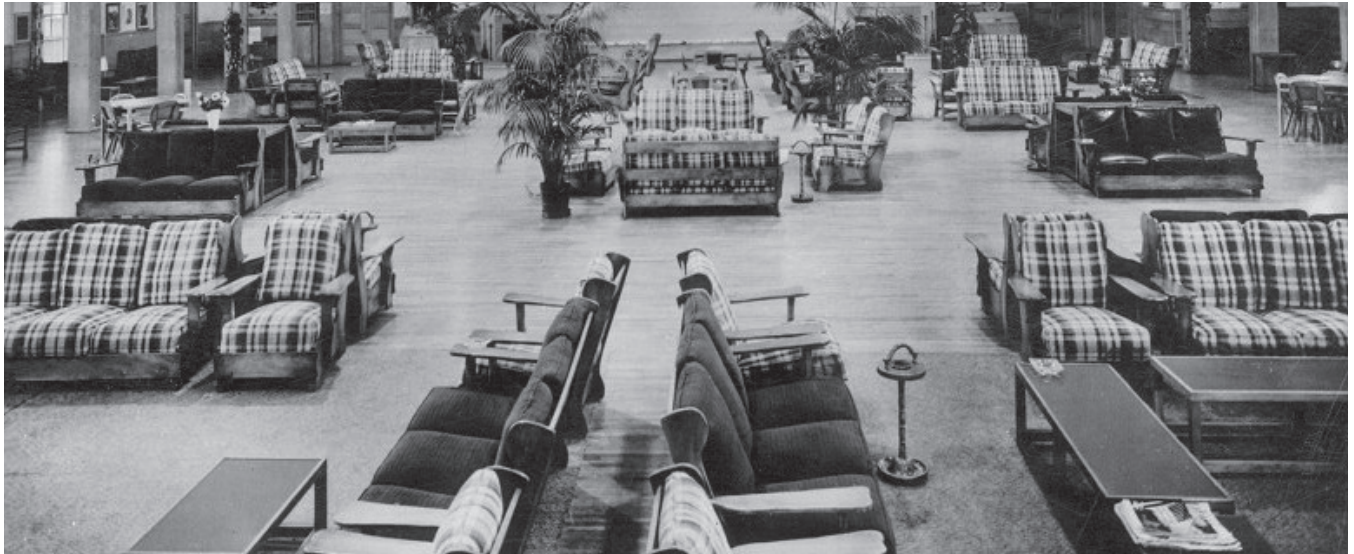
Only male recruits were allowed to train at SAAAB for the first year. In November 1942, female recruits were brought in for their initial training in order to join the Women's Airforce Service Pilots, or WASPs. On the base, there were also



women who joined WAC, or the Women's Army Corps.

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 sent to the U.S. for training. They were given lessons in the



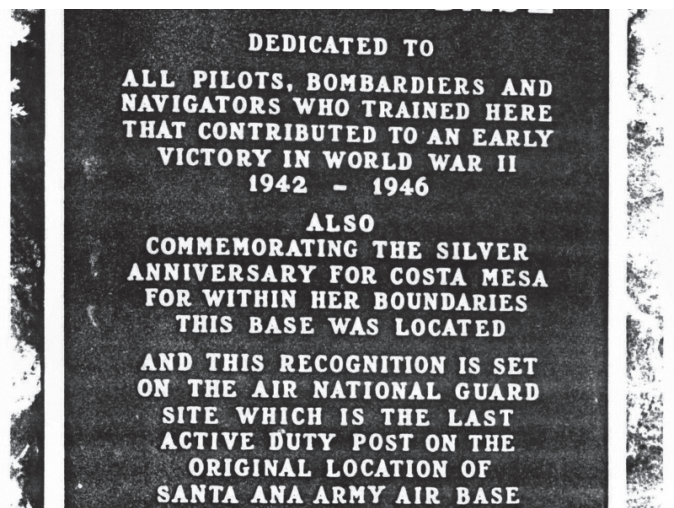


English language, in military etiquette, and of course in the pre-flight training that was being given to American pilots.

SAAAB and the other preflight training bases were very successful. In October 1943, the Army decided that they had enough pilots and would not need to send any more recruits for basic training. The pilot school was closed in May 1944 after graduating over 70,000 cadets.

In April of that same year, the Santa Ana base took on another role: prison. Over 10,000 German prisoners of war, or POWs, were billeted throughout California, and 563 were housed at the Santa Ana Army Air Base. They were sent to work as cheap labor in the orange groves in Santa Ana. Others were also assigned duties such as cooks, janitors, and mechanics. The Army was then able to free up 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. In June 1979, the Army wanted to honor the commitment and service of the men and women who had been posted to SAAAB. A plaque was dedicated to honor their service during World War II. It was placed on the Air National Guard Base, the last section of the original base that had been in active use.





## Santa Ana Army Air Base History Comprehension Quiz

- 1) Why was the Santa Ana Army Air Base a “different” kind of Army air base?
  - a) SAAAB trained women recruits as well as male recruits.
  - b) SAAAB served as a reassignment base for soldiers returning from combat overseas.
  - c) SAAAB was a place for German POWs to come and work starting 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 about training new pilots?
  - a) The Army allowed women to be trained along with the male recruits at the base.
  - b) The Army decided that they had enough trained pilots.
  - c) The Army decided to allow Chinese pilots to be trained alongside the American recruits.
  - d) The base became a training facility for combat doctors and nurses in October 1943.

- 
- 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.

**References:**

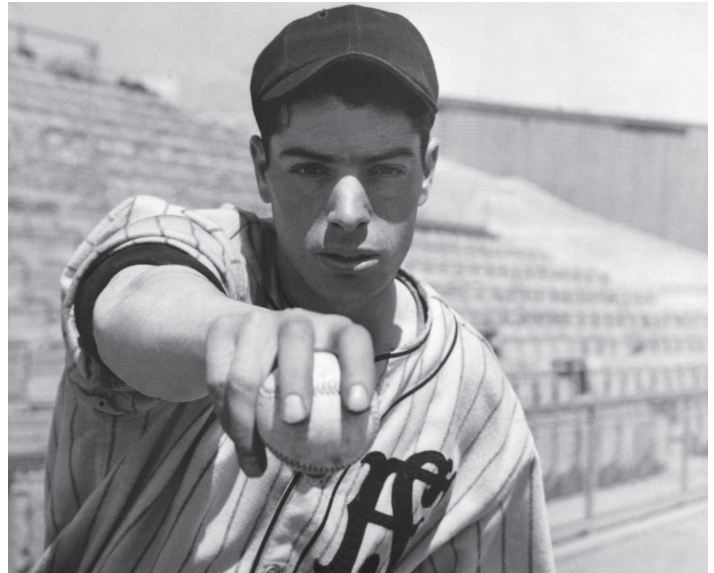
- 1) Earley, Christopher. "Throwback Thursday: Few Traces of Costa Mesa's Military History Remain." *Orange County Register*, 4 Dec. 2014,  
<https://www.ocregister.com/2014/12/04/throwback-thursday-few-traces-of-costa-mesas-military-history-remain/>. (photo credit)
- 2) "81st Flying Training Wing (World War II)." *Wikipedia*, Wikimedia Foundation, 22 Feb. 2018,  
[https://en.wikipedia.org/wiki/81st\\_Flying\\_Training\\_Wing\\_\(World\\_War\\_II\)](https://en.wikipedia.org/wiki/81st_Flying_Training_Wing_(World_War_II)). (photo credit)
- 3) Jepsen, Chris. "Jim Sleeper, The Port, Dana Point, Etc." O.C. History Roundup,  
23 Mar. 2007,  
<http://ochistorical.blogspot.com/2007/03/>. (photo credit)
- 4) Miller, Edrick J. *The SAAAB Story: the History of the Santa Ana Army Air Base*. Tri Level Inc., Lithographers, 1981.
- 5) "O.C. History Roundup." *SAAAB, Dana Point Lanterns & Aliso Viejo Ranch*,  
<http://ochistorical.blogspot.com/2008/04/saaab-dana-point-lanterns-aliso-viejo.html>.  
(photo credit)
- 6) "Santa Ana Army Air Base." *Costa Mesa Historical Society*,  
<http://www.costamesahistory.org/saaab.htm>. (photo credit)
- 7) "Santa Ana Army Air Base." *Santa Ana Army Air Base*, ASCE OC—American Society of Civil Engineers —Orange County Branch,  
[http://www.asceoc.org/project/santa\\_ana\\_army\\_air\\_base](http://www.asceoc.org/project/santa_ana_army_air_base). (photo credit)
- 8) "Santa Ana Army Air Base." *Wikipedia*, Wikimedia Foundation, 6 June 2017,  
[https://en.wikipedia.org/wiki/Santa\\_Ana\\_Army\\_Air\\_Base](https://en.wikipedia.org/wiki/Santa_Ana_Army_Air_Base).

## Joe DiMaggio: A Soldier

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

DiMaggio was assigned to the Santa Ana Army Air Base. He reported for duty in February 1943 as a staff sergeant. Everyone on the base from the lowliest private to the base commander knew the name of Joe DiMaggio. Other celebrities on the base were happy to take advantage of their popularity. They got special privileges that were not given to the regular soldiers. DiMaggio, however, never took advantage of his celebrity status. He stayed in the barracks with the other recruits. He took his turn at kitchen patrol and clean-up. DiMaggio wanted to be a credit to himself, his family, and his baseball team.

There was one group who was thrilled when DiMaggio came to the Santa Ana Army Air Base: the baseball team. They asked him to join immediately. 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. In fact, he kept playing 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. He retired from baseball in 1951. Joe 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 was “thrilled” when Joe DiMaggio was assigned to SAAAB?
  - a) The members of the SAAAB baseball team were the most excited.
  - b) The officers were the most excited because he was a celebrity, and they were fans of his.
  - c) The other recruits were the most excited when DiMaggio was assigned to the base with them, because they were all doing the same duties.
  - d) The basketball team 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.
  - b) Unlike other famous celebrities, Joe DiMaggio did not want any special treatment.
  - c) Joe DiMaggio joined the baseball team on the base.
  - d) Joe DiMaggio was a famous person.
- 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.



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.

**References:**

- 1) Bedingfield, Gary. "Joe DiMaggio." *Baseball in Wartime– Joe DiMaggio*, Gary Bedingfield Baseball in Wartime, 3 Jan. 2007, [http://www.baseballinwartime.com/player\\_biographies/dimaggio\\_joe.htm](http://www.baseballinwartime.com/player_biographies/dimaggio_joe.htm).
- 2) Ferguson, Ryan. "The Forgotten Story of ... Joe DiMaggio and the San Francisco Seals Talent Factory." *The Guardian*, Guardian News and Media, 21 May 2015, <https://www.theguardian.com/sport/blog/2015/may/21/the-forgotten-story-of-joe-dimaggio-and-the-san-francisco-seals-talent-factory>. (photo credit)
- 3) Friedman, Julius. "Memories Of DiMaggio." *The New York Times*, The New York Times, 3 Aug. 1985, <http://www.nytimes.com/1985/08/04/sports/l-memories-of-dimaggio-167841.html>

## “Gremlins” of World War II

Have you ever heard of a mythical creature known as a “gremlin”? The pilots who flew combat missions during World War II knew all about them. Gremlins were sneaky spirits who liked to cause engines to fail for no reason. If a pilot had problems in the air, he knew that it was the gremlins. The pilots who had the most “troubles” during World War II were the high-altitude Photographic Reconnaissance Unit pilots, or the PRU. The gremlins, however, liked causing problems for everybody including the Allied pilots and their enemies.

The gremlins, however, were not all bad. The 482nd Bomb Group even adopted one as their mascot and good luck charm. Author and WWII RAF pilot Roald Dahl wrote a book for Walt Disney about the gremlins, which was later meant to be turned into an animated film. The female gremlin Fifinella became the mascot for the Women’s Airforce Service Pilots or 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) wrote 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 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 planes flown by the Royal Air Force pilots
  - b) mischievous spirits who caused trouble for World War II pilots.
  - c) the heroes of a movie made by Walt Disney and Roald Dahl.
  - d) RAF and PRU pilots who were known as “gremlins”
- 2) Why did the RAF publish the poem warning the pilots of World War II about the problems that the gremlins could cause?
  - a) They wanted to tell the world about the gremlins.
  - b) They wanted to warn other pilots about a dangerous threat.
  - c) It was a cruel joke.
  - d) They wanted to cheer up the other pilots with a silly story about spirits who caused mechanical problems for both allies and enemies.
- 3) According to the poem, what are gremlins not likely to do to a pilot’s aircraft?
  - a) The gremlins would never cause the cameras to malfunction.
  - b) Gremlins would not cause tires to burst or deflate.
  - c) The gremlins would not make the pilot so cold that he would turn blue.
  - d) Gremlins would not syphon off the gas from an aircraft's tank.



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.

**References:**

- 1) “Alien: Adding The Gremlins Idea,” *Alien Explorations*,  
<http://alienexplorations.blogspot.com/1979/06/memory-resurfaces.html>. (photo credit)
- 2) Arndt, Rob. “WW2 ‘Gremlins’ Originated from Spitfire Pilots???” *Google Groups*, Google,  
[https://groups.google.com/forum/#!topic/rec.aviation.military/e\\_m2GT-1shl](https://groups.google.com/forum/#!topic/rec.aviation.military/e_m2GT-1shl).
- 3) Felicia. “Sentimental Journey.” It’s *Then You’ll See the Gremlins...*, 1 Jan. 1970,  
<http://ddaymemorial.blogspot.com/2013/08/its-then-youll-see-gremlins.html>
- 4) “Fifinella.” *Wikipedia*, Wikimedia Foundation, 13 Mar. 2018,  
<https://en.wikipedia.org/wiki/Fifinella>. (photo credit)
- 5) “Gremlin.” *Wikipedia*, Wikimedia Foundation, 11 Jan. 2018,  
<https://en.wikipedia.org/wiki/Gremlin>.

## The Women Who Served

The women of the United States served their country with honor during World War II. As civilians, they worked in a variety of jobs 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, 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 followed their example later that same year. During the war, there was not enough "man" power to fill all the positions. Every able-bodied male was being shipped overseas to fight the Axis powers.

The WACs worked in many different noncombat roles both at home and overseas. They served in the armed forces as file clerks, typists, stenographers, and motor pool drivers. Soon the "skirted soldiers" were given other jobs like "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 the positions filled by the WACs had been traditionally held by men. They were so successful that General Douglas MacArthur himself called the women his "best soldiers...(who) worked harder than the men, complained less, and were better disciplined" (Morden).



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 needed pilots at home. The pilots in American were needed to deliver planes to different bases all across the country, and to transport equipment and military personnel. In the summer of 1942, therefore, the Army recruited 28 experienced female pilots to take on these jobs. Those 28 women became the first female squadron 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 the men. 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.

Unlike their WAC counterparts, the women who served as WASPs were not recognized as being members of the armed forces. They were called “civilian volunteers,” despite 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 was introduced in Congress in June 1944 by the Air Force Commander General “Hap” Arnold to grant the women military status. It was not passed.

In fact, the WASPs did not receive any recognition for their contribution to the war effort 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.

- 1) What was the difference between the WACs and the WASPs?
  - a) The WASPs were official members of the Army, while the WACs were not given military status until after the war had ended.
  - b) The WASPs were trained to fly by the Army, while the WACs were not.
  - c) WACs only served overseas in Europe and in the Pacific, while the WASPs worked in the U.S.
  - d) The WACs worked desk jobs, such as decoding and radio operators, while the WASPs flew military planes all over the country.
- 2) What did the WASPs have to know how to do?
  - a) They had to know how to read a map.
  - b) They had to know how to fly a plane.
  - c) They had to know how to type on a typewriter.
  - d) They had to know how to drive a car.
- 3) Why were the former WASPs very angry at the Air Force's announcement in 1976?
  - a) They were not told about the announcement.
  - b) The Air Force officials were lying.
  - c) They wanted to join the Air Force.
  - d) They thought they should be given military status.

- 4) Why did the Army not allow women to join until three years after World War II started? Do you think they would have allowed women to join at all if they had not needed them so badly?

---

---

---

---

---

---

---

---

---

---

---

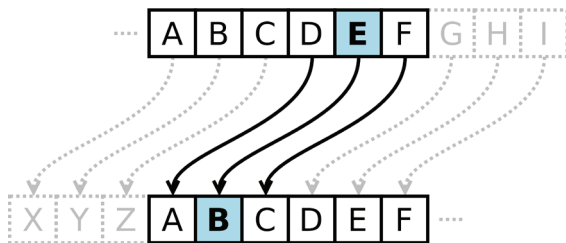
**References:**

- 1) "A History of the Women Airforce Service Pilots." *WASP Museum | Home*, National WASP WWII Museum, 2017, <http://waspmuseum.org/>.
- 2) Bellafaire, Judith A. "*The Women's Army Corps*." The Women's Army Corps, CMH Publication, 17 Feb. 2005, <https://history.army.mil/brochures/WAC/WAC.HTM>.
- 3) Campaign for the National Museum of the United States Army. "'Skirted Soldiers': The Women's Army Corps and Gender Integration of the U.S. Army during World War II." *The Campaign for the National Museum of the United States Army*, The Campaign for the National Museum of the United States Army, 21 Mar. 2017, <https://armyhistory.org/skirted-soldiers-the-womens-army-corps-and-gender-integration-of-the-u-s-army-during-world-war-ii/>.
- 4) McGrath, Jane. "Did Women Volunteers Serve in World War II?" *HowStuffWorks*, 18 June 2009, <https://money.howstuffworks.com/economics/volunteer/information/women-volunteers-world-war-ii2.htm>. (photo credit)
- 5) Morden, Betty. "Women's Army Corps." *Women in the US Military - WWII: Women's Army Corps*, History and Collections, <http://chnm.gmu.edu/courses/rr/s01/cw/students/leeann/historyandcollections/history/Irmrewwiiwac.html>.
- 6) Stamberg, Susan. "Female WWII Pilots: The Original Fly Girls." *NPR*, 9 Mar. 2010, <https://www.npr.org/2010/03/09/123773525/female-wwii-pilots-the-original-fly-girls>



## Native American Code Talkers

Codes have been used by 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 secretly talk to the generals in his army. In his code, every letter represented the third letter down in the alphabet. The word “hello” written in this code would be “khood.” Today, this code is known as the Caesar Cipher.



Written codes were a problem, though. They were slow. They had to be mailed or delivered by hand. Also, codes that were written down could be stolen and figured out by the enemy. If an enemy could break a code, then no secret would be safe. That was why the United States Marine Corps hired Native Americans to work as “code talkers.”

“Code talkers” are individuals who are able to understand a language that very few people in the world can speak. These “code talkers” use their language to send secret messages during times of war.



The most famous “code talkers” were the Navajo Windtalkers. They were recruited by the military during World War II. Along with the Navajo, 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 United States was estimated to be at only 350,000.

These soldiers, however, were not the Native American Code Talkers first Native Americans to serve as code talkers. Men



from the Cherokee and Choctaw tribes were in the military during World War I. They sent and received coded radio and telephone messages at Army bases and on battlefields.

The first official use of a Native American code talker occurred during World War I. It was in 1918 during the Second Battle of the Somme. Under fire by the enemy, a group of native Cherokee troops were able to call for help, saving many of their fellow soldiers. The Choctaw code talkers were very important in a lot of significant American victories. Amazingly, three days after the Army started using the Choctaw code, the German army was in full retreat.

Adolf Hitler knew about the code talkers who had served during World War I. In the 1930s, he sent German anthropologists to the United States to study Native American languages. The languages were so complicated, however, that the anthropologists had very little success. The U.S. military used the code talkers mostly in the War in the Pacific rather than in Europe, anyway, to be safe.

During World War II, Comanche soldiers came up with 100 terms to be used in their code. They used Comanche words to describe military equipment. Some of the words they used were: turtle for tank, pregnant airplane for bomber, and sewing machine for machine guns.

The Comanche soldiers were assigned to divisions landing in France on D-Day. They carried radio and wire equipment on their backs into the battle. They began



sending 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. The language 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 understand the language at all. Native speakers were able to encode, send, and decode messages written in their language in less than two minutes. This was very useful as coding machines could take up to 30 minutes to translate a message. A codebook was developed, and a classroom was set up to train the Navajo soldiers. The codebooks never left the classroom.

By the end of World War II, over 400 Navajo “code talkers” were deployed, or sent overseas. The commander of the forces at the battle of Iwo Jima praised the Navajo code talkers. They worked for two days straight, sending and receiving

over 800 messages. He said later that he did not think the Marines would have won at Iwo Jima without the Windtalkers. The Navajo code was so good that the military kept using it all the way through the Vietnam War. In fact, it is still the only military code that was never figured out, or decoded by an enemy of the United States.

## NAVAJO CODES NAME OF PLANES



PLANES	WO-TAH-DE-NE-IH	AIR FORCE
DIVE BOMBER	GINI	CHICKEN HAWK
TORPEDO PLANE	TAS-CHIZZIE	SWALLOW
OBS. PLAN	NE-AS-JAH	OWL
FIGHTER PLANE	DA-HE-TIH-HI	HUMMING BIRD
BOMBER PLANE	JAY-SHO	BUZZARD
PATROL PLANE	GA-GIH	CROW
TRANSPORT	ATSAH	EAGLE

## NAVAJO CODES NAME OF SHIPS



SHIPS	TOH-DINEH-IH	SEA FORCE
BATTLESHIP	LO-TSO	WHALE
AIRCRAFT	TSIDI-MOFFA-YE-HI	BIRD CARRIER
SUBMARINE	BESH-LO	IRON FISH
MINE SWEEPER	CHA	BEAVER
DESTROYER	CA-LO	SHARK
TRANSPORT	DINEH-NAY-YE-HI	MAN CARRIER
CRUISER	LO-TSO-YAZZIE	SMALL WHALE
MOSQUITO BOAT	TSE-E	MOSQUITO

## NAVAJO CODE TALKERS

The Navajo code talkers were U.S. Marines who created and used a code to keep military secrets during World War II. The code talkers played a key role in the United States' victory over Japan. Their code was never broken.

### NUMBER OF NAVAJO WHO PARTICIPATED


**29** number of Navajo men first recruited by the U.S. Marines to create the code

**400** approximate number of Navajo men who participated in World War II

### NAVAJO CODE EXAMPLES

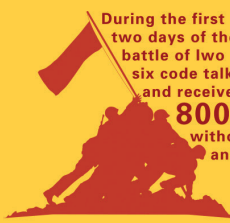
Alphabet/term	Navajo word	Literal translation
a	wot-la-chee	ant
z	besh-da-illy	zine
accomplish	lo-tee	all done
battleship	lo-tee	whale
fighter plane	da-he-tih-hi	hummingbird
November	nii-chi-tso	big wind
tank	chay-da-gah	tortoise

**OTHER TRIBES AND COMMUNITIES OF WORLD WAR II CODE TALKERS**



**THE NAVAJO CODE IS THE ONLY UNBROKEN CODE IN MODERN MILITARY HISTORY.**

During the first two days of the battle of Iwo Jima, six code talkers sent and received more than **800** messages without making any errors.



© Encyclopædia Britannica, Inc.

## 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 figuring out spoken coded messages.
  - d) A “code talker” is a person who passes written messages and documents between Army headquarters and the soldiers in the field.
- 2) Why did Adolf Hitler send anthropologists to the United States before World War II?
  - a) Hitler wanted to lure Native American soldiers to his side in the case there was another war.
  - b) Adolf Hitler did not want his enemies to be able to use the code talkers against him, so he sent experts to learn the Native American languages.
  - c) The German anthropologists planned to kill all the code talkers who had served during World War I, but they were unsuccessful.
  - d) Hitler sent no anthropologists to America.

- [illegible]



**References:**

- 1) "Caesar Cipher." *Wikipedia*, Wikimedia Foundation, 24 Apr. 2018.  
[https://upload.wikimedia.org/wikipedia/commons/thumb/4/4a/Caesar\\_cipher\\_left\\_shift\\_of\\_3.svg/1200px-Caesar\\_cipher\\_left\\_shift\\_of\\_3.svg.png](https://upload.wikimedia.org/wikipedia/commons/thumb/4/4a/Caesar_cipher_left_shift_of_3.svg/1200px-Caesar_cipher_left_shift_of_3.svg.png) (photo credit)
- 2) "Code Talker." *Wikipedia*, Wikimedia Foundation, 18 Oct. 2017.  
[https://en.wikipedia.org/wiki/Code\\_talker#Welsh\\_code\\_talkers](https://en.wikipedia.org/wiki/Code_talker#Welsh_code_talkers)
- 3) "Code Talking: Intelligence and Bravery." *Code Talking - Native Words Native Warriors*, Native Words Native Warriors.  
<http://www.nmai.si.edu/education/codetalkers/html/chapter4.html>
- 4) Great Circle Media. "Navajo Code Talker Teddy Draper Senior Has Passed Away - KAFF News." *Great Circle Media*, 15 Dec. 2017.  
<https://gcmaz.com/navajo-code-talker-teddy-draper-senior-has-passed-away/> (photo credit)
- 5) "Navajo Code Talkers and the Unbreakable Code." *Central Intelligence Agency*, Central Intelligence Agency, 16 Nov. 2016.  
<https://www.cia.gov/news-information/featured-story-archive/2008-featured-story-archive/navajo-code-talkers/> (photo credit)
- 6) "Navajo Code Talkers." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc.  
<https://kids.britannica.com/kids/article/Navajo-code-talkers/601078> (photo credit)
- 7) "Navajo Code Talkers | Photos." *Defense Media Network*.  
<https://www.defensemmedianetwork.com/stories/navajo-code-talkers-photos/> (photo credit)



## What is a Veteran?



“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.”

—Father Dennis Edward O’Brien, USMC

A veteran is any person who has served in the armed services in the Army, the Navy, the Air Force, the Marines, or the Coast Guard. Their time of service can be a few months or 20 years. Many veterans have served during times when the United States was at war, but there are also many who chose to serve during times of peace.

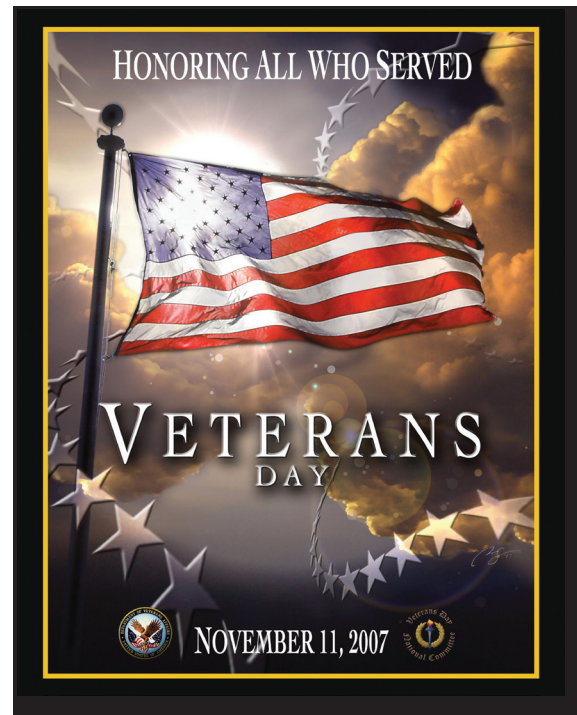
All veterans served their country with honor, and left military service through what is known as honorable discharge. That means that the soldier is leaving his or her military service, by their own choice, with a favorable, or positive,

record. If a soldier has been dishonorably discharged, or dismissed from the armed forces as a result of dishonest or criminal actions, that soldier no longer qualifies as a veteran. That is the rules according to the U.S. military code.

Men and women who choose to serve their country through honorable military service deserve respect and appreciation. This has been true since the beginning of the United States of America. George Washington himself said that veterans needed to be “appreciated by their nation” (Smith). 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, or made safe, by the selfless efforts of the men and women currently serving and retired from military service. This is of such great national importance that the U.S. government set aside one day a year, Veterans Day, to honor all U.S. veterans for their service and their sacrifice. When it began, it was known as Armistice Day. That 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 name of the holiday was changed to Veterans Day. This was done in order to honor all the veterans who have ever served in the U.S. military.



## What is a Veteran? Comprehension Quiz

- 1) What is a veteran?
  - a) A man or woman who is serving in the military.
  - b) Soldiers who served in the armed forces during a war.
  - c) An official holiday.
  - d) Any man or woman who served in the military, for any length of time, and was honorably discharged.
- 2) Why was Armistice Day changed to Veterans Day?
  - a) It was changed because Congress did not like the name.
  - b) They wanted to have a day for world peace.
  - c) In order to honor all veterans who have served in the U.S. armed forces.
  - d) They are two different holidays.
- 3) A soldier can only be called a veteran if he or she served during wartime.
  - a) True
  - b) False

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.

**References:**

- 1) "Military & Veteran Services." *Military and Veteran Services*, Mohave Community College.  
<https://www.mohave.edu/resources/veteran-and-military-services/>. (photo credit)
- 2) Smith, Stew. "Veteran Service." *The Balance*.  
<https://www.thebalance.com/what-is-a-veteran-3976315>
- 3) "Veterans Day." *Wikipedia*, Wikimedia Foundation, 12 Apr. 2018.  
[https://en.wikipedia.org/wiki/Veterans\\_Day](https://en.wikipedia.org/wiki/Veterans_Day)
- 4) "Veterans Day." *Wikipedia*, Wikimedia Foundation, 12 Apr. 2018.  
[https://en.wikipedia.org/wiki/Veterans\\_Day](https://en.wikipedia.org/wiki/Veterans_Day) (photo credit)
- 5) "What Is A Veteran?" *What Is A Veteran?*, The American War Library, 25 Dec. 2008.  
<http://www.americanwarlibrary.com/whatvet.htm>



## The Medal of Honor



The United States of America's highest award for military personnel is the Medal of Honor. It is given to the men and women who show amazing bravery and selflessness in times of war. It was created in 1862 during the American Civil War. President Abraham Lincoln wanted to honor the men and women who were fighting for the United States. He signed a bill giving the Navy permission to create 200 "Medals of Valor."



A few months later, the president signed a second bill authorizing 2,000 more medals to be made, this time for the Army. The amazing sailors and soldiers who

earned this new medal all faced the terrible dangers of battle. They risked their lives to save their fellow soldiers as well as innocent civilians.

There are very specific rules in place to decide who deserves to receive the Medal of Honor. Number one: the action happened during a battle against an enemy of the United States. Number two: the action happened in a military action that has been approved by the U.S. government against a foreign country or a foreign power. Number three: the action happened during a battle or war fought with allies of the United States. If a soldier's actions in battle are deemed worthy, and also follows one of these three rules, the Medal of Honor is presented to the soldier by the President of the United States, in the name of Congress.

In 2012, then president Barrack Obama bestowed the Medal of Honor upon a former Army captain named Florent Groberg, who tackled a suicide bomber while serving in Afghanistan, saving the lives of several soldiers and civilians.

More recently, the Medal of Honor was awarded to a former Army medic named James McCloughan, who served during the Vietnam War. He ran out into the middle of a battle to save his fellow soldiers, ignoring his own serious wounds. In fact, McCloughan would not let anyone take care of his injuries until the battle was finished. That was only one of the nine times that McCloughan willingly put himself into harm's way in order to save



others. The award was bestowed 48 years after his amazing acts of heroism.

Those soldiers who receive the Medal of Honor, from the soldiers who fought in the Civil War to those fighting in the armed services today, all go far above and beyond the call of duty. The Medal of Honor is awarded to soldiers who have survived battle, and also to those who have given their lives in service to their country. The Medal of Honor is the highest award that can be bestowed upon a soldier.



Florent Groberg and former President Barack Obama



James McCloughan and President Donald Trump

## Medal of Honor Comprehension Quiz

1. What is the Medal of Honor?
  - a) It is the highest honor that can be given to any U.S. soldier serving in the armed services in the United States.
  - b) It is a decoration given out by the Navy for extraordinary acts of valor.
  - c) It is an award that can only be given to a soldier serving in combat during a war with a foreign power.
  - d) It is a decoration given by Congress on behalf of the President of the United States
- 2) Why was the Medal of Honor originally created?
  - a) President Lincoln wanted to boost the morale of the Army during the Civil War.
  - b) President Lincoln wanted to give out medals.
  - c) President Lincoln wanted to find a way to honor the memory of the fallen sailors who had died during the Civil War.
  - d) President Lincoln wanted to recognize those soldiers who had gone above and beyond the call of duty with their acts of bravery and sacrifice.

- 
- 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.

**References:**

- 1) Barr, Glenn. "Ex-Rim Gridder to Receive Medal of Valor." *Mountain News*.  
[http://www.mountain-news.com/news/article\\_e6d6750a-4c49-11e5-a94c-7ffb6b0fc8cd.html](http://www.mountain-news.com/news/article_e6d6750a-4c49-11e5-a94c-7ffb6b0fc8cd.html) (photo credit)
- 2) Lockie, Alex, and Associated Press. "The Latest Medal of Honor Recipient Is Being Honored for Tackling a Suicide Bomber in Afghanistan." *Business Insider*, Business Insider, 12 Nov. 2015.  
<http://www.businessinsider.com/the-latest-medal-of-honor-recipient-is-being-honored-for-tackling-a-suicide-bomber-in-afghanistan-2015-11>
- 3) "MedalOfHonor." CMOHS.org - *Official Website of the Congressional Medal of Honor Society*, Congressional Medal of Honor Society, 2017. <http://www.cmohs.org/>
- 4) "Meet America's." *Medal of Honor Recipients* | Medal of Honor, Congressional Medal of Honor Committee, [themedalofhonor.com/medal-of-honor-recipients](http://themedalofhonor.com/medal-of-honor-recipients). (photo credit)
- 5) "Trump Awards Medal of Honor to Army Medic 48 Years Later." *Fox News*, FOX News Network. <http://www.foxnews.com/us/2017/07/31/trump-to-award-first-medal-honor-to-vietnam-army-medic.html>

## Comprehension Quiz Answer Keys

(Nonfiction)

### 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 Two 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.)
-



**What is a Veteran? Comprehension Quiz ~ Answer Key**

- 1) D
  - 2) C
  - 3) A
  - 4) Answers will vary. (Students will explain the meaning of the quote: "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." — Father Dennis Edward O'Brien, USMC)
- 

**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.)

## Pre-Visit Fiction Lessons



## 442nd Regimental Combat Unit (Narrative)

“Why?” his friend cried. “Why would you want to fight for the United States? 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, Aki. He’s been in the Army since 1938. But after the attack on Pearl Harbor, 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. What’s happening over there is wrong! I think I can do something to help.”

His friend shook his head. “Just... 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. They were all second generation Japanese-Americans.

Aki was surprised to find himself in the **minority**, being from the **mainland**. There were a lot more Hawaiian-born Japanese-American soldiers. The families of the Hawaiian born soldiers had never been interned like his family had been. The Hawaiian soldiers couldn’t understand why so few “kotonks” had answered the



**call of duty.** There were even fights about it between the Hawaiian-born soldiers and the soldiers born on the mainland.

The fighting stopped, however, after Aki went with the rest of his squadron to visit a local Japanese -American internment camp in Arkansas.

“How could the American government 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.”

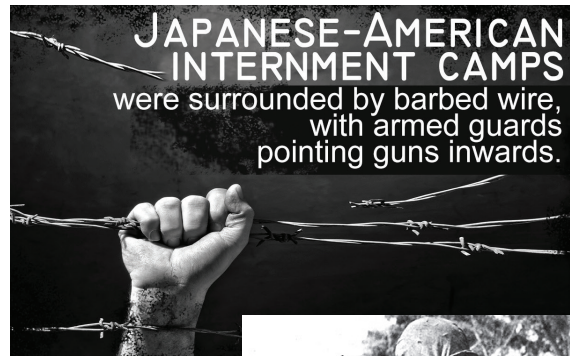
The other soldier nodded. “We’ll go show those gaijin how real soldiers fight!”

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 men who fought during World War II. Their most famous victory was the rescue of the Lost Battalion in October 1944. They fought to free a group of Texan soldiers who were pinned down by the Germans. Two other fighting groups had tried, and failed, to save the trapped Texans.

The 442nd managed to rescue the soldiers, but they lost over 800 men in the attempt. 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” because of the large number of **casualties** their group suffered in the performance of their duty.



## 442nd Regimental Combat Unit Comprehension Quiz

- 1) Why 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) The Army thought that Hatsu's cousin might want to fight with the Japanese fleet after the attack on Pearl Harbor.
  - b) Hatsu's cousin was dishonorably discharged from the Army 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 their parents were from Japan.
  - d) The Hawaiian soldiers all quit serving in the United States Army after the attack on Pearl Harbor.
- 2) Why did the Hawaiian-born Japanese-American soldiers and those born on the mainland fight?
  - a) The Hawaiian born soldiers thought that the mainland soldiers were cowards who were not answering the call of duty.
  - b) The Hawaiian born soldiers thought that they had had a lot more problems than the soldiers from far mainland because of the attack on Pearl Harbor.
  - c) It 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 in 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.

3) Why did the 442nd Regimental Combat Unit become known as the “Purple Heart Battalion”?

- a) They got the nickname because all of the soldiers were killed in the rescue of the Lost Battalion.
- b) They got the nickname because the soldiers sewed a Purple Heart patch on the sleeve of their uniforms to honor those who had died.
- c) They got the nickname because of their bravery during World War II.
- d) They got the nickname because of the large number of soldiers who were wounded or killed during the war.

4) What made Aki and the other Japanese-American men who volunteered to serve in the United States Army during World War II so amazing?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**References:**

- 1) "Facts About the Japanese-American Internment Camps During World War II." *Historyplex*.  
<https://historyplex.com/facts-about-japanese-american-internment-camps-world-war-ii>
- 2) "Japanese Americans in Military during World War II." *Japanese Americans in Military during World War II* | *Densho Encyclopedia*, Densho Encyclopedia, 2017.  
[http://encyclopedia.densho.org/Japanese\\_Americans\\_in\\_military\\_during\\_World\\_War\\_II/](http://encyclopedia.densho.org/Japanese_Americans_in_military_during_World_War_II/)
- 3) "Lost Battalion (Europe, World War II)." *Wikipedia*, Wikimedia Foundation, 7 Jan. 2018.  
[https://en.wikipedia.org/wiki/Lost\\_Battalion\\_\(Europe,\\_World\\_War\\_II\)](https://en.wikipedia.org/wiki/Lost_Battalion_(Europe,_World_War_II))
- 4) *442nd Regimental Combat Team*. Cloud Front.  
[https://d7n0myfi538ky.cloudfront.net/production/stories/5805/cover\\_photos/large/2048px-442nd\\_RCT\\_citation\\_presentation\\_in\\_Bruye%CC%80res\\_1944-11-12\\_1509658143.jpg?1509658143](https://d7n0myfi538ky.cloudfront.net/production/stories/5805/cover_photos/large/2048px-442nd_RCT_citation_presentation_in_Bruye%CC%80res_1944-11-12_1509658143.jpg?1509658143) (photo credit)
- 5) Reuters. "U.S. Army Clears Way For Purple Hearts For Military Personnel Injured In Ft. Hood Shootings." *The Huffington Post*, TheHuffingtonPost.com, 6 Feb. 2015.  
[https://www.huffingtonpost.com/2015/02/06/ft-hood-shootings-purple-hearts\\_n\\_6632172.html](https://www.huffingtonpost.com/2015/02/06/ft-hood-shootings-purple-hearts_n_6632172.html) (photo credit)
- 6) "Student Resources for Projects on Japanese American Internment Camps." *Southeastern Colorado History Day*, 24 Jan. 2014.  
<https://schistoryday.wordpress.com/2014/01/24/student-resources-for-projects-on-japanese-american-internment-camps/>



## The Ghost Army of World War II

(Narrative)



Few people know about a small technical deception unit who worked in secret during the World War II. They have become 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 stayed out of the fighting if I hadn’t enlisted. But I knew that it was my duty to serve.”

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

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

His grandson’s eyes got wide. “I promise,” he breathed.

The old man sat back in his chair. He nodded. “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 Allies.”

The boy snorted. “You’re pulling my leg!”

His grandfather shook his head solemnly. “Our unit had an incredibly important job. We worked hard every day to fool the Germans. We made them think that whole battalions were very close to their lines. Really, it was just our one small unit.”

"How did you do that?" his grandson demanded.

"We used balloon tanks and balloon aircrafts. They looked just like the real thing. We also had huge lights and recordings of men and machinery moving around. The Germans were completely fooled. 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 that 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 surprised a farmer. That was in Germany, I think. He saw six of us lift a balloon 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 super strength was a common American trait."

"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 keep the Germans away 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 unit earned the nickname “Ghost Army” by going into dangerous locations unseen by the enemy, just like ghosts.
  - b) The unit earned the nickname “Ghost Army” because they were a group of liars and tricksters who were working for the Allies.
  - c) The unit earned the nickname “Ghost Army” because they were completely unknown to the enemy, as invisible as ghosts.
  - d) The unit earned the nickname “Ghost Army” because all of the men of the battalion died.
- 2) Which technique was not used by the Ghost Army during World War II to fool the enemy?
  - a) They were able to save a lot of good men’s lives.
  - b) They used tanks and airplanes that were actually balloons in order to fool the enemy.
  - c) They lied about the ability of the Americans and their allies without hesitation.
  - d) They 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, text, or other markings on the paper.

**References:**

- 1) Beyer, Rick, and Elizabeth Sayles. *The Ghost Army of World War II: How One Top-Secret Unit Deceived the Enemy with Inflatable Tanks, Sound Effects, and Other Audacious Fakery*. Princeton Architectural Press, 2015.
- 2) *Dummy Tank*, Messy Nessy Chic.  
<http://static.messynessychic.com/wp-content/uploads/2015/05/dummytank-930x488.jpg>  
(photo credit)
- 3) “Ghost Army.” *Wikipedia*. Wikimedia Foundation, 6 Dec. 2016. Web. 20 Dec. 2016.  
[https://en.wikipedia.org/wiki/Ghost\\_Army#History\\_and\\_deployment](https://en.wikipedia.org/wiki/Ghost_Army#History_and_deployment)
- 4) “Ghost Army.” *Wikipedia*, Wikimedia Foundation, 3 Apr. 2018.  
[https://en.wikipedia.org/wiki/Ghost\\_Army](https://en.wikipedia.org/wiki/Ghost_Army) (photo credit)

## The Tuskegee Airmen

(Narrative)



Jimmy was so excited. He was one of few men who would be a part of the first African-American flight squadron in the United States Air Force. Everyone knew that only the best and brightest men were accepted.

Luckily, Jimmy already had his pilot's license from the School of Aeronautics near Chicago, Illinois. A family friend, Cornelius Coffey, had opened the school with his wife Willa Brown to train African-American pilots. Jimmy had been one of the first to sign up.

The Air Force sent Jimmy and the other cadets to a base in Tuskegee, Alabama. They had to do nine months of hard training. First, however, the cadets had to be put into groups. They would learn how to be navigators, bombardiers, or pilots.



Jimmy was very good with directions. He had grown up hunting in the woods with his father. He knew how to read any map, even if it had only a few lines or landmarks. He became a navigator. It was his job to make sure his crew never got lost while flying over Europe.



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





Jimmy wasn't sure who first suggested that they should paint their airplane's tails red. Within a week, though, the tail of every plane in the 332nd was painted with the brightest red paint the airmen could find. One of the pilots told Jimmy that he wanted everyone to know when the 332nd were flying. They also wanted the Luftwaffe, the German air force, to know when the Red Tails were in their territory.

Jimmy had been surprised when the first bomber crew asked to have the Red Tail squadron as their escort.

Curious, he'd asked one of the pilots why they wanted his fighter group.

The pilot told him that everyone wanted to fly with the Red Tails. Other fighter groups would abandon the bombers they were escorting. They would fly away so that they could fight the Luftwaffe airplanes. They wanted the glory that came from shooting down an enemy plane. Only the Red Tails refused to leave the bombers they were flying with. They stayed with the bombers until everyone was safely back at the base.

Jimmy 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

### The Tuskegee Airmen Comprehension Quiz

- 1) What is Jimmy's responsibility in the Red Tail squadron?
  - a) To drop the bombs over enemy territory
  - b) To fly the planes
  - c) To create maps and plot the routes that the airplane crews would take
  - d) To make sure his crew was able to find where they were going and get back to base
- 2) Why did the men of the 332nd Fighter Group decide to paint the tails of their airplanes bright red?
  - a) They wanted to be able to identify each other when they were in the air.
  - b) They thought that it would make them stand out from the other fighter groups.
  - c) They wanted the Germans to know when they were flying in the skies over Europe.
  - d) Their commander liked the color red.
- 3) In Italy, bomber crews asked to be escorted by the Red Tails because
  - a) They were good in an air fight.
  - b) They would never abandon the bombers that they were escorting.
  - c) They were very good pilots.
  - d) They liked the color red.

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.

**References:**

- 1) Burke, Lauren Victoria. “‘Red Tails’ Tells Tails of Tuskegee Airmen.” *Crew of 42*, 2016.  
<http://www.crewof42.com/featured/red-tails-tells-tale-of-tuskegee-airmen/>. (photo credit)
- 2) Ebay.<https://www.ebay.com/itm/NewRay-Model-Kit-1-48-fighter-Jet-P-51-Mustang-Tuskegee-Airmen-Red-Tails-/272189668585>. (photo credit)
- 3) “The First Black Pilots in the American Military: Red Tails, The Tuskegee Airmen in World War II.” *Red Tails: Black Pilots in WWII, the Tuskegee Airmen*.  
[http://www.forloveofliberty.org/overview/Tuskegee\\_Airmen.html](http://www.forloveofliberty.org/overview/Tuskegee_Airmen.html)
- 4) *Getty Images*, The Getty Museum.  
<http://cdn.history.com/sites/2/2016/03/GettyImages-469410481-A.jpeg>. (photo credit)
- 5) Lamps, Glowblock. “Europe Map Europe Topographic Map Topographical Map.” *Pinterest*, 8 May 2015. <https://www.pinterest.com/pin/520236194432071372/> (photo credit)
- 6) “Tuskegee Airmen.” *Wikipedia*, Wikimedia Foundation, 26 Oct. 2017.  
[https://en.wikipedia.org/wiki/Tuskegee\\_Airmen](https://en.wikipedia.org/wiki/Tuskegee_Airmen)
- 7) “Tuskegee Airmen National Historic Site---Places Reflecting America’s Diverse Cultures Explore Their Stories in the National Park System: A Discover Our Shared Heritage Travel Itinerary.” *National Parks Service*, U.S. Department of the Interior.  
[https://www.nps.gov/nr/travel/cultural\\_diversity/tuskegee\\_airmen\\_national\\_historic\\_site.html](https://www.nps.gov/nr/travel/cultural_diversity/tuskegee_airmen_national_historic_site.html). (photo credit)

## Women's Airforce Service Pilots

(Narrative)



Men were not the only ones who were being trained at the U.S. Army air bases during World War II. Oh no! They needed smart women, too. In fact, we made up the Women's Airforce Service Pilots. You can call us WASPs for short.

America had been at war for two whole years before the Army would even think about letting any women fly for her country. My sister volunteered to be a nurse. She thought it was her duty. That was well and good for her, but I could never be a nurse. I don't like needles!

Wait...please let me introduce myself. My name is Lucy Wise. I'm the one on the bottom right, and I grew

up right here in Orange County.

I have always loved to fly. You see, my father was a combat pilot in World War I. When he came home, he started working as a pilot for Delta. Sometimes he would take me up with him. There was nothing I liked more than soaring high above the clouds.

When I was old enough, my father taught me how to fly. It was because of him that I was able to get my pilot's license.

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

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 that base. We were given our own private barracks on the grounds. Women only! They had very strict rules about that.

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

Our classes were in flight training. After all, none of us would become navigators or bombardiers. We were needed to fly missions right here in the United States. Then 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 first nine weeks, all of the women with me graduated. We were sent to different flight training bases. I had never worked so hard in my life, but it was all worth it.

After my training was finished, it was my job to fly the weather officers to different places in the U.S. I flew a Beech C-45. I know there are some people who would say my plane wasn't any good,

but to me that C-45 was a real beauty.

The war finally ended in 1945. The WASPs were disbanded, but the Army refused to grant us military status! We could not call ourselves veterans. But we knew that we had done a great thing. We had served our country with honor.

It took 30 years, but we were finally given the credit that we deserved. President Jimmy Carter signed a law giving the WASPs veteran status. We had our rightful place at long last.



## Women's Airforce Service Pilots Comprehension Quiz

- 1) What made Lucy Wise think she would be perfect for the Women's Airforce Service Pilots?
  - a) She already knew how to fly a plane.
  - b) She enjoyed being up above the clouds.
  - c) Her father had been a combat pilot in World War I.
  - d) She did not like the sight of blood.
- 2) Why did the Army finally allow women to work as pilots?
  - a) The Army realized women flew planes better than the men.
  - b) They found out that some women already had their pilot's license.
  - c) Women loudly complained about being kept out of the war effort.
  - d) The male pilots were needed overseas, so the Army needed women pilots for flying in the United States.

- a) The Army thought that the women could not do any other job.
- b) The bases did not have enough teachers to teach the women other skills.
- c) The women did not need to learn the skills of the bombardiers or navigators because they would not be in the war.
- d) The women did not want to learn any other skills besides flying.

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.



**References:**

- 1) “Anna Mac Clarke, World War II and the Women’s Army Auxiliary Corps.” *Lest We Forget - African American Military History by Researcher, Author and Veteran Bennie McRae, Jr.* <http://lestweforget.hamptonu.edu/page.cfm?uuid=9FEC43D2-DA46-A26B-071768C3514AF39B>.
- 2) “Beechcraft Model 18.” *Wikipedia*, Wikimedia Foundation, 21 Apr. 2018. [https://en.wikipedia.org/wiki/Beechcraft\\_Model\\_18](https://en.wikipedia.org/wiki/Beechcraft_Model_18). (photo credit)
- 3) Earley, Christopher. “Throwback Thursday: Few Traces of Costa Mesa’s Military History Remain.” *Orange County Register*, Orange County Register, 4 Dec. 2014. <https://www.ocregister.com/2014/12/04/throwback-thursday-few-traces-of-costa-mesas-military-history-remain/>. (photo credit)
- 4) “Female World War II Pilot Proud to Be a WASP.” *U.S. DEPARTMENT OF DEFENSE*, 2 Mar. 2016. <https://www.defense.gov/News/Article/Article/684660/female-world-war-ii-pilot-proud-to-be-a-wasp/>.
- 5) “Women Airforce Service Pilots (WASP).” *The WASP Story | Texas State History Museum*, Bullock Museum. <https://www.thestoryoftexas.com/discover/campfire-stories/wasp>. (photo credit)

## 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 important historically 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: \_\_\_\_\_

<b>Soldier</b>       	<b>Part of speech:</b>   <b>Related Words:</b>     	<b>Use the word in a sentence:</b>       
<b>Veteran</b>       	<b>Part of speech:</b>   <b>Related Words:</b>     	<b>Use the word in a sentence:</b>       
<b>Honor</b>       	<b>Part of speech:</b>   <b>Related Words:</b>     	<b>Use the word in a sentence:</b>       



## Vocabulary Worksheet

(continued)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

## Vocabulary Worksheet

(continued)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Navigator</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Part of speech:</b></p> <p>_____</p> <p><b>Related Words:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Use the word in a sentence:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Bombardier</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Part of speech:</b></p> <p>_____</p> <p><b>Related Words:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Use the word in a sentence:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Decommission</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Part of speech:</b></p> <p>_____</p> <p><b>Related Words:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Use the word in a sentence:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

## Vocabulary Worksheet

(continued)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

## Vocabulary Worksheet

(continued)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

**Vocabulary Worksheet**  
(continued)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Espionage</b>	<b>Part of speech:</b>	<b>Use the word in a sentence:</b>
_____	_____	_____
_____	<b>Related Words:</b>	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**KWL Chart**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

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

**KWL Chart** (continued)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

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



**KWL Chart** (continued)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

<b>KNOW</b> (what you know about ...)	<b>WONDER</b> (what you want to find out about ...)	<b>LEARNED</b> (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 (Blank)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Heroes Hall Exhibits:	What I learned:
<b>1.</b> _____ _____ _____	_____ _____ _____
<b>2.</b> _____ _____ _____	_____ _____ _____
<b>3.</b> _____ _____ _____	_____ _____ _____
<b>4.</b> _____ _____ _____	_____ _____ _____
<b>5.</b> _____ _____ _____	_____ _____ _____

**Heroes Hall (Blank)**

(continued)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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



**Heroes Hall Exhibits**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

**Heroes Hall Exhibits**

(continued)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

**Heroes Hall Exhibits**

(continued)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

**Heroes Hall Exhibits (**  
**continued)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

## 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: \_\_\_\_\_

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

## 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 Veterans Administration.

### III. Informal Letter Template

\_\_\_\_\_  
(date)

\_\_\_\_\_  
(greeting)

\_\_\_\_\_  
(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)

\_\_\_\_\_  
(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 (Them) ~ Skip a line. Write the recipient's name. Underneath that is written the company's name followed by the address and the phone number of the company.
- 4) Greeting ~ Skip a line, and 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. 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 one 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, or any other request.

## III. Formal Letter Template

---



---

(sender's details)

(date)

---



---



---

(recipient's details)

(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 are no margins, text, or other markings on the paper.

\_\_\_\_\_  
(signature)



## Heroes Hall Essay Assignment

(Focusing on Introduction and Conclusion)

### I. Choose a prompt from the list provided:

- 1) How did World War II help to build up Orange County?
- 2) What does it mean to be a veteran?
- 3) Why should we honor veterans who have fought for our country?
- 4) What contributions did the Tuskegee Airmen, the 442nd Regimental Combat Unit, or the Native American Code Talkers make to the Allied war effort?
- 5) What did the women who served in the WASPs and WACs do during World War II? Why were their jobs important?
- 6) What were the “Gremlins” of World War II?  
Were they good or bad for the RAF pilots?

### II. Write a paragraph on the prompt you chose. Your paragraph should include a strong introductory sentence and a good concluding sentence to end your paragraph. .

A strong introductory sentence should clearly state your topic.  
It should also “hook” or grab the attention of the reader.

A good concluding sentence should sum up the main point of the paragraph. The concluding sentence is a restatement (the same idea with different words) of the introductory sentence.

## 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.

### Focusing on Introduction and Conclusion

Introductory Sentence - “hook”:

---



---



---



---

**Heroes Hall Essay Assignment** (continued)**Point 1:**

---

---

---

---

**Explanation of Point 1:**

---

---

---

---

**Point 2:**

---

---

---

---

**Explanation of Point 2:**

---

---

---

---

**Heroes Hall Essay Assignment** (continued)**Point 3:**

---

---

---

---

**Explanation of Point 3:**

---

---

---

---

**Concluding Sentence:**

---

---

---

---

**IV. Write the final draft of the essay.**

Date: \_\_\_\_\_

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 is no text or other markings on the paper.

[illegible]

## Heroes Hall Essay Assignment

(Focusing on Providing Strong Examples)

### I. Choose a prompt for the list provided:

- 1) How did World War II help to build up Orange County?
- 2) What does it mean to be a veteran?
- 3) Why should we remember and honor veterans who have fought for our country?
- 4) What contributions did the Tuskegee Airmen, the 442nd Regimental Combat Unit, or the Native American Code Talkers make to the Allied war effort?
- 5) 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?
- 6) What were the “Gremlins” of World War II? Were they good or bad for the RAF pilots?
- 7) Should the government make use of the draft in times of war? Why or why not?

### II. Write a paragraph on the prompt you chose. Your paragraph should include three strong, concrete examples that support your topic or argument.

## 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.

### Focusing on Providing Strong Examples

Introductory Sentence - “hook”:

---



---



---



---



## Heroes Hall Essay Assignment (continued)

**Point 1:**

---

---

---

---

**Explanation of Point 1:**

---

---

---

---

**Point 2:**

---

---

---

---

**Explanation of Point 2:**

---

---

---

---

**Heroes Hall Essay Assignment** (continued)**Point 3:**

---

---

---

---

**Explanation of Point 3:**

---

---

---

---

**Concluding Sentence:**

---

---

---

---

**IV. Write the final draft of the essay.**

★★★★★★★

Date: \_\_\_\_\_

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 is no handwriting or other markings on the paper.

[illegible]

## 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) Why does the “Gremlin” mural painted by Jack Otterson, which can be seen at Orange Coast College, feature gremlins instead of people?

---

---

---

---

- 4) Why 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? Why is he significant in the history of the Santa Ana Air Base?

---

---

---

---

7) Who were the Tuskegee Airmen? What made them historically significant?

---

---

---

---

8) 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?

---

---

---

---

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

---

---

---

---

10) What was the difference between the Women's Auxiliary Army Corp (WACs) and the Women's Auxiliary Service Pilots (WASPs)?

---

---

---

---

11) Why were the women of the Women's Auxiliary Army Corp allowed to go to any non-combat training courses on the Santa Ana Army Air Base only?

---

---

---

---

12) How did Jackie Cochran help get women involved in the war effort during World War II?

---

---

---

---

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

---

---

---

---

14) Why was Kazuo Masuda, a Japanese American, not allowed to be on active duty for two years during World War II even though he had enlisted in the Army long before the Japanese fleet attacked Pearl Harbor?

---

---

---

---

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

---

---

---

---

16) 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 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 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.
- 8) 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.
- 9) 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.)
- 10) The Women's Auxiliary 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 Auxiliary 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.
- 11) The women of the Women's Auxiliary Army Corp were only allowed to go to attend 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.
- 12) Jackie Cochran convinced Eleanor Roosevelt 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 begin to ferry planes across the ocean to Britain and France where they were desperately needed.

- 13) 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 for their size.
- 14) 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.
- 15) 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.
- 16) 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.

# 5th Grade Standards



## English Language Arts Common Core Standards

### English Language Arts Standards » Reading: Informational Text » Grade 5

#### Key Ideas and Details:

##### CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

##### CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

##### CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### Integration of Knowledge and Ideas:

##### CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

##### CCSS.ELA-LITERACY.RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

##### CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### English Language Arts Standards » Writing » Grade 5

#### Text Types and Purposes:

##### CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

##### CCSS.ELA-LITERACY.W.5.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.C

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

CCSS.ELA-LITERACY.W.5.1.D

Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.2.A

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.5.2.C

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.5.2.E

Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.5.3.C

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-LITERACY.W.5.3.E

Provide a conclusion that follows from the narrated experiences or events.

## History-Social Science Common Core Content Standards

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
2. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
3. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.



## Heroes Hall Online Resources



## Heroes Hall Online Resources

### World War II “Gremlins” Video:

<https://www.youtube.com/watch?v=D1xqrdtJs8w>

### 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 II Videos:

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

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