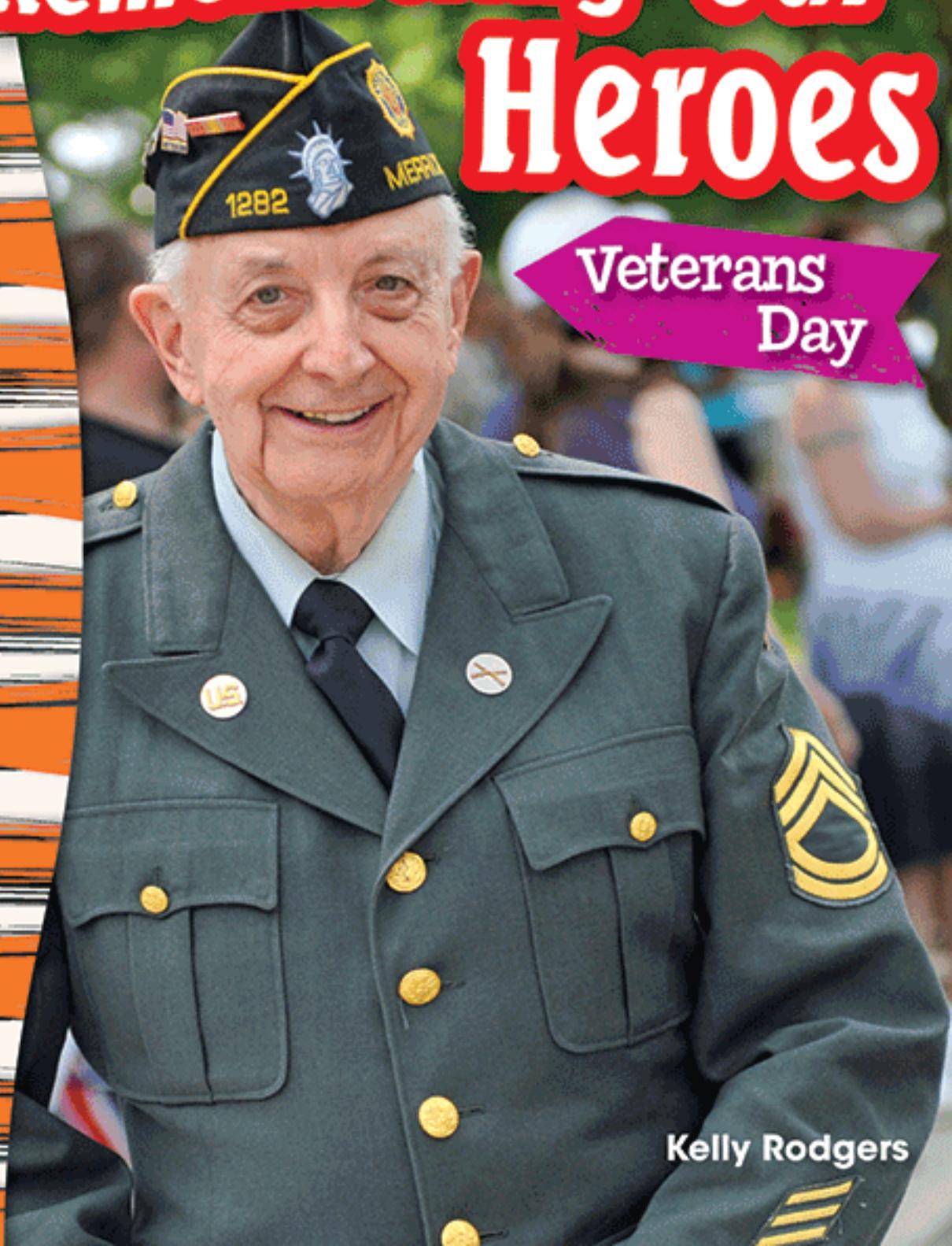


Remembering Our Heroes

Veterans
Day



Kelly Rodgers

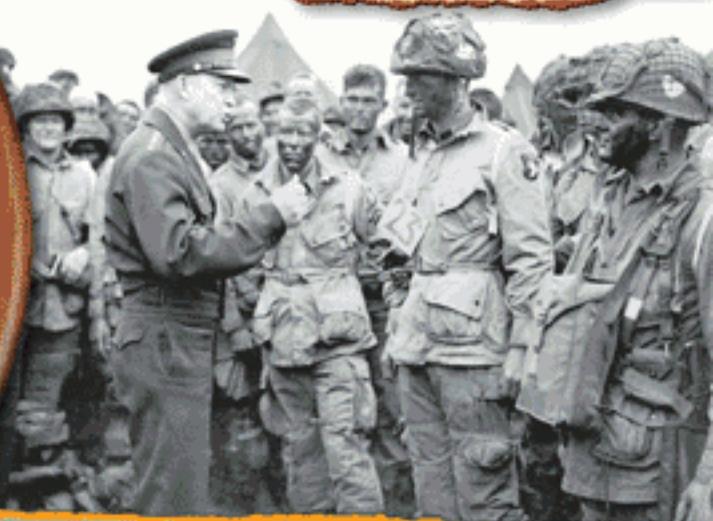


The U.S. entered World War II after the Japanese attacked Pearl Harbor in 1941.

General Eisenhower speaks with soldiers during World War II.



Dwight D. Eisenhower



Veterans Day

People used to call World War I “the war to end all wars.” It was so severe they hoped that it would turn people away from war forever. But it did not. It was not long before another world war broke out. World War II was even worse than World War I.

Raymond Weeks was a veteran. He had fought in World War II. He wanted to change Armistice Day to Veterans Day. He felt that all veterans should be honored. He wanted to make Veterans Day a national holiday. Other leaders thought this was a good idea. President Dwight Eisenhower (AHY-zuhn-hou-er) did, too! He was also a veteran. In 1954, he signed a **bill** that made Veterans Day a national holiday.



Remembering Our Heroes: Veterans Day

Learning Objectives

Students will:

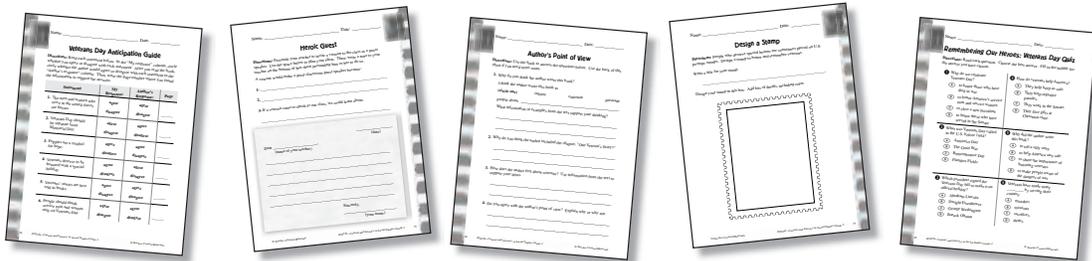
- ▶ identify the author's point of view and compare it with their own.
- ▶ support an opinion with facts and information.
- ▶ understand the history and purpose of Veterans Day.

Standards

- ▶ **Reading:** Distinguish their own point of view from that of the author of a text.
- ▶ **Writing:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- ▶ **Content:** Understand how democratic values came to be, and how they have been exemplified by people, events, and symbols.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- ▶ *Remembering Our Heroes: Veterans Day* books
- ▶ copies of student reproducibles (pages 74–78)
- ▶ *Returning Veterans Stamp* primary source (stamp.jpg)
- ▶ copies of the *Student Letter Template* (letter.pdf) optional
- ▶ coloring supplies



Timeline for the Lesson

| | Task | Summary of Student Learning Activities |
|-------|--|--|
| Day 1 | Before Reading (page 70) | Consider their own point of view about veterans. |
| Day 2 | During Reading (page 71) | Compare the author's point of view with their own, and write an opinion piece persuading the teacher to invite a veteran to class. |
| Day 3 | After Reading (page 72) | Determine the author's purpose for writing the book. |
| Day 4 | Primary Source Activity (page 73) | Design a commemorative postage stamp to honor veterans. |
| Day 5 | Activities from the Book (pages 28 and 32 in the books) | Talk to a veteran and write thank-you notes to veterans. |

Remembering Our Heroes: Veterans Day *(cont.)*

Vocabulary Word Bank

- ▶ national
- ▶ patriotic
- ▶ sacrifices
- ▶ tomb
- ▶ tribute
- ▶ valor
- ▶ veteran

Before Reading

1. Introductory Activity—Ask students to think about the heroes in their lives. Have students turn and talk with a neighbor about who their heroes are, and why they respect or admire those people.

- ▶ Have students share their ideas with the class. Identify any commonalities, if possible, among students' heroes.
- ▶ Ask students to think about who the heroes of a nation might be. Lead students to understand that people who fight in wars or otherwise serve their country in the armed forces are one kind of American heroes.

2. Vocabulary Activity—Write the vocabulary words and definitions on the board so that students can easily view them. Familiarize students with the words by giving them clues about each one.

- ▶ For example, clues for the word *national* may be "This word has to do with a whole country. It has the word *nation* in it. It starts with the letter *n*." Make each clue easier than the one before it to support students with new words.

- ▶ Continue giving clues until students are able to guess the word. Then explain its definition. Repeat this process for each word.

3. Prereading Activity—Have students share what they know about Veterans Day. List their ideas on the board or on chart paper.

- ▶ Distribute copies of the *Veterans Day Anticipation Guide* activity sheet (page 74) to students. Have them independently complete the "My response" column of the anticipatory guide.
- ▶ Tell students that they will finish the activity sheet during the Reading Activity.



Name: _____ Date: _____

Author's Point of View

Directions: Use the book to answer the questions below. Use the back of this sheet if you need more room.

1. Why do you think the author wrote this book?

I think the author wrote this book to

(circle one) inform entertain persuade

people about _____.

What information or examples from the text support your thinking?

2. Why do you think the author included the chapter, "One Veteran's Story?"

3. How does the author feel about veterans? Use information from the text to support your ideas.

4. Do you agree with the author's point of view? Explain why or why not.



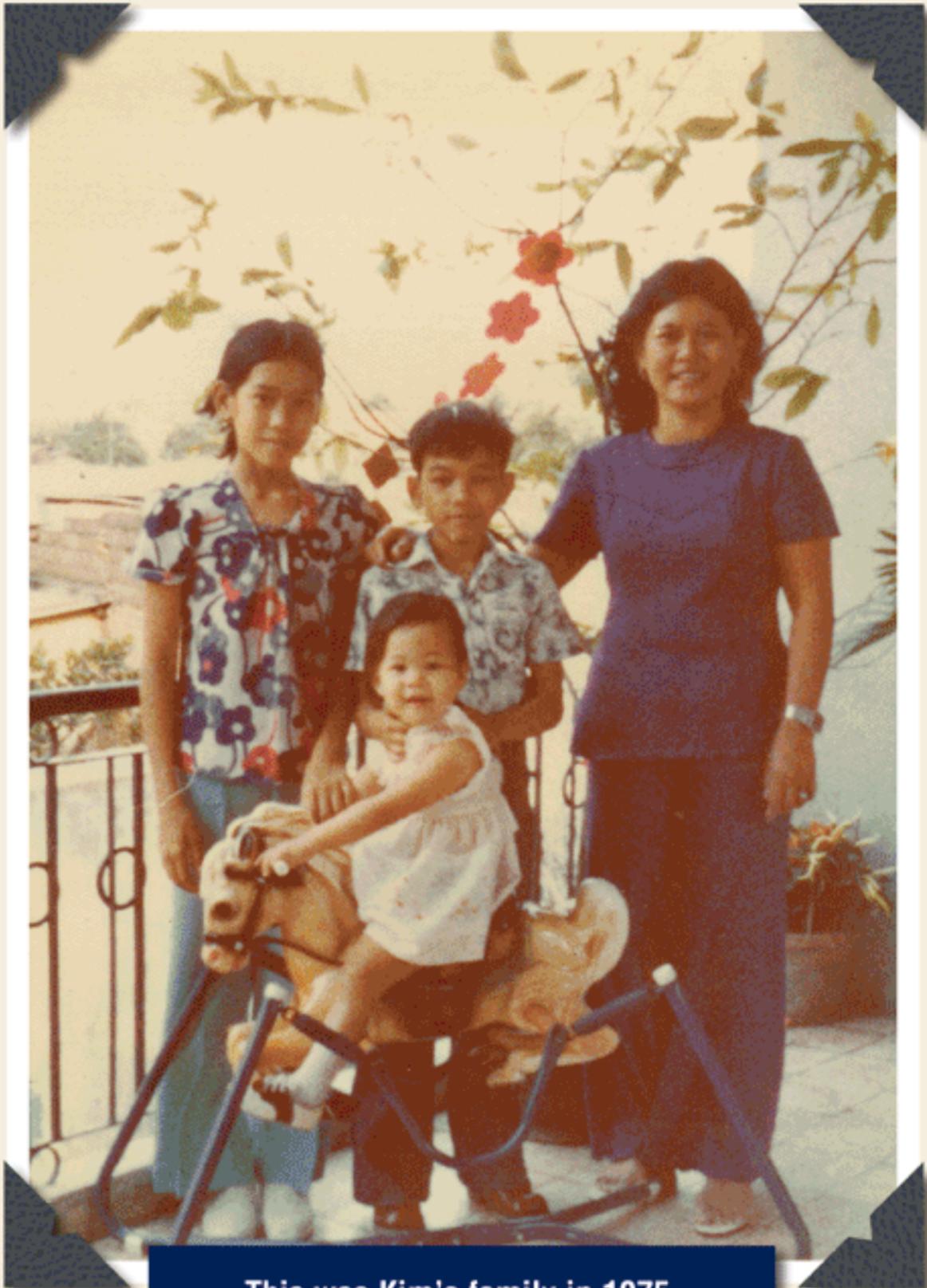
Name: _____ Date: _____

Remembering Our Heroes: Veterans Day Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

- | | |
|--|---|
| <p>1 Why do we celebrate Veterans Day?</p> <p><input type="radio"/> (A) to honor those who have died in war</p> <p><input type="radio"/> (B) to honor America's service men and service women</p> <p><input type="radio"/> (C) to elect a new president</p> <p><input type="radio"/> (D) to honor those who have served in the Senate</p> | <p>4 How do veterans help America?</p> <p><input type="radio"/> (A) They help keep us safe.</p> <p><input type="radio"/> (B) They help organize parades.</p> <p><input type="radio"/> (C) They work in the Senate.</p> <p><input type="radio"/> (D) They give gifts at Christmas time.</p> |
| <p>2 What was Veterans Day called in the U.S. before 1954?</p> <p><input type="radio"/> (A) Armistice Day</p> <p><input type="radio"/> (B) The Great War</p> <p><input type="radio"/> (C) Remembrance Day</p> <p><input type="radio"/> (D) Flanders Fields</p> | <p>5 Why did the author write this book?</p> <p><input type="radio"/> (A) to tell a silly story</p> <p><input type="radio"/> (B) to help America stay safe</p> <p><input type="radio"/> (C) to share the importance of honoring veterans</p> <p><input type="radio"/> (D) to make people aware of the dangers of war</p> |
| <p>3 Which president signed the Veterans Day bill to make it an official holiday?</p> <p><input type="radio"/> (A) Abraham Lincoln</p> <p><input type="radio"/> (B) Dwight Eisenhower</p> <p><input type="radio"/> (C) George Washington</p> <p><input type="radio"/> (D) Barack Obama</p> | <p>6 Veterans have made many _____ by serving their country.</p> <p><input type="radio"/> (A) mistakes</p> <p><input type="radio"/> (B) missions</p> <p><input type="radio"/> (C) sacrifices</p> <p><input type="radio"/> (D) duties</p> |

Kim's Story



This was Kim's family in 1975.



This was Kim and her brother in 2005.

PERSONAL HEALTH HISTORY

The information which follows is a record of other immunizations which the traveler has obtained as an additional health protection for international travel. These immunizations are NOT usually required for entrance by any country. Space is also provided for a personal health record in case of illness or accident while traveling abroad.

OTHER IMMUNIZATIONS (Typhus, Typhoid, Plague, Poliomyelitis, Tetanus, etc.)

| Date | Vaccine | Dose | Physician's Signature |
|--------------|--|---------|------------------------------|
| | | | 411 |
| | IMMUNIZATION MR TOPV 01 MAY 75 EPH 6 GUAM | | MC L'ANNO |
| 75-06-17 | PPD | 5TU 0mm | J. Bradley, MD |
| 75-06-17 | DPT | 0.5ML | J. Bradley, MD |
| 75/06/19 | MR | 0.5 ml | |
| 75/06/19 | TOPV | 2STT | |
| JUG 2 0 1975 | DPT #2 | | Escambia County Health Dept. |
| JUG 2 0 1975 | Polio #2 | | Escambia County Health Dept. |
| 8-1-77 | DTaP (Iciva) | | T. Maguire, MD |
| 10/9/80 | Tetanus booster | -.5cc | Bl |
| 5-9-94 | MMR | | Dr. F. 1459 W. |

INTERNATIONAL CERTIFICATES OF VACCINATION

AS APPROVED BY
THE WORLD HEALTH ORGANIZATION
(EXCEPT FOR ADDRESS OF VACCINATOR)

CERTIFICATS INTERNATIONAUX DE VACCINATION

APPROUVÉS PAR
L'ORGANISATION MONDIALE DE LA SANTÉ
(SAUF L'ADRESSE DU VACCINATEUR)

TRAVELER'S NAME-NOM DU VOYAGEUR ^{Age}
MCNULTY ^{16 mos}
PHUONG, PHAN KIM ^{Female}
ADDRESS-ADRESSE (Number-Numéro) (Street-Rue)

Trent A-3 Sec-4
(City-Ville)

Parish A 72-015-342
(County-Département) (State-Etat)

Control



U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE

PHS-731 (REV. 9-69)