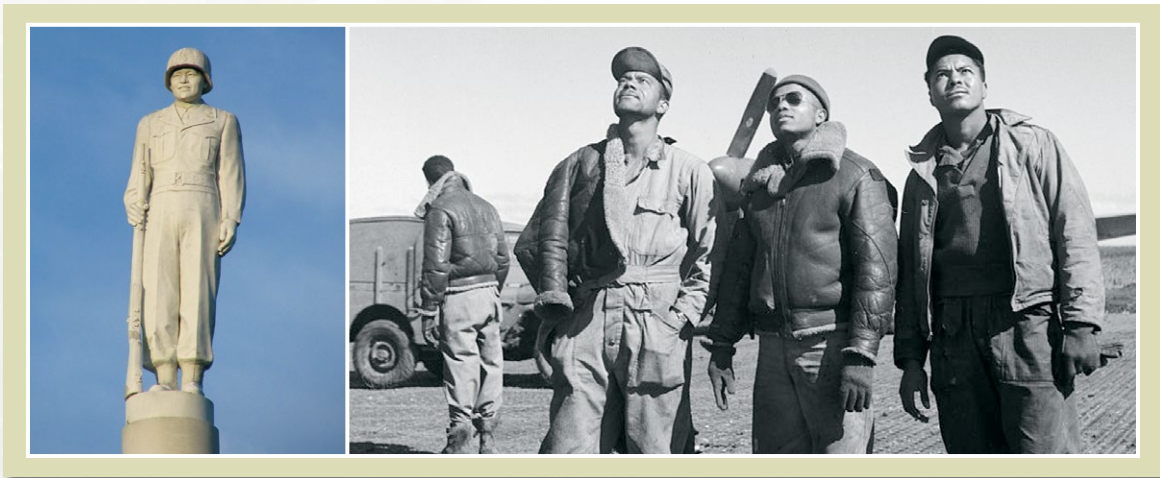




National  
Cemetery  
Administration  
**Veterans  
Legacy  
Program**



## Diversity and U.S. Forces in World War II

*Stories of Courage from Riverside National Cemetery*

Individuals from many ethnic groups contributed to the nation's victory in World War II, as can be illustrated by the lives of the diverse service men and women buried in Riverside National Cemetery.

### *High School Lesson*

**VA**



U.S. Department  
of Veterans Affairs

[www.cem.va.gov/legacy](http://www.cem.va.gov/legacy)



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*“They say, We leave you our deaths: give them their meaning...”\**



Since the Civil War, the United States has maintained national cemeteries to honor its veterans' service. A century and a half later, these cemeteries offer a broad range of resources for study and opportunities to honor those who have served in the nation's wars. Within their walls and records may be found the story of how the nation has met its debt to those who served in its armed forces and how our understanding of that obligation has deepened with time.

Each national cemetery has its own history and unique landscape, with geography, design, and nature worthy of reflection. The cemeteries' manicured lawns reflect the care extended to sacred ground where honored dead lie. The mission of the Veterans Legacy Program is to extend that care beyond the grave to remember veterans' service to the nation by telling their stories. The program draws on the help of educators and students to search out the sources to document these lives and honor their deeds. Accounts of courage and sacrifice, and of competence and service, contribute to our appreciation of what earlier generations have given to the nation and help us understand why this ground is set aside as hallowed.

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**VA**



U.S. Department  
of Veterans Affairs

[www.cem.va.gov/legacy](http://www.cem.va.gov/legacy)

# Welcome, Educators!

The Veterans Legacy Program offers educators an integrated new suite of lesson plans designed to teach students about the service and sacrifice of our nation’s veterans, and to take advantage of our national cemeteries as historic places for teaching and learning — both in the classroom *and* on-site. The educational resources of the Veterans Legacy Program draw on rich stories from national cemeteries to offer teachers a variety of hands-on activities directly connected to national curriculum standards.

- Customized for middle level and high school students, the program’s five lesson plans introduce students to the important roles played by African Americans and women during the Civil War, to heroic Medal of Honor recipients and diverse service men and women of the Second World War, and to the history and traditions of Memorial Day.
- The lesson plans are supplemented online with a variety of additional resources. These include a collection of primary source documents and images, interactive maps, and short videos related to the content of the lesson plans.

As the National Cemetery Administration launches these inaugural components of the new Veterans Legacy Program, educators and students are invited to provide comments, suggestions, and contributions to further develop and enhance these initial materials *and* to develop new resources in the future. Please visit the program website to comment: [www.cem.va.gov/legacy](http://www.cem.va.gov/legacy).

We appreciate your suggestions and know you will benefit from this exciting new program.

### Key Themes of the Veterans Legacy Program's Lesson Plans

- Honoring African American military service during the Civil War
- How women contributed to the Civil War effort, and memorializing the dead
- Reviewing World War II through Medal of Honor stories
- Diversity and U.S. Forces in World War II
- Memorial Day: its origins, history, and the evolution of its traditions

|  |       |
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### PHOTOGRAPHY CREDITS

Library of Congress: Cover (right), pages 6 and 7

U.S. Air Force, page 8 (upper)

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FOCUS ON

# Riverside National Cemetery

in Riverside, California

## A Modern Memorial Park

Surrounded by distant mountains, Riverside National Cemetery's central boulevard winds past lakes, memorial circles, and grand monuments. Unlike older cemeteries with upright headstones, its flat markers and vast lawns reflect the design of a modern memorial park cemetery. Riverside opened in 1978 on land that had served as Camp Haan during World War II. Its Veterans Day and Memorial Day programs have attracted thousands annually to its Veterans Memorial Amphitheater. Riverside is the third-largest cemetery managed by the National Cemetery Administration. Since 2000, it has been the system's most active cemetery.



POW/MIA Memorial, Lake A, Riverside



Riverside National Cemetery, Veterans Day 2015

### Monuments

- Medal of Honor Memorial (1999)
- Veterans Memorial (2000)
- Prisoner of War/Missing in Action Memorial (2005)

### Medal of Honor Recipients

- John H. Balch (World War I)
- Walter Ehlers (World War II)
- Lewis L. Millett (Korea)
- Mitchell Paige (World War II)
- Ysmael R. Villegas (World War II)

### World War II Notables

- George Baker. *"The Sad Sack"* cartoonist.
- Aaron Bank. *Army Special Forces* founder.
- Robert Endo. *442nd Veteran*.
- Lillian Kinkela Keil. *Air Force Nurse*.
- Patrick McMahon. *Rescued by John F. Kennedy*.
- Joe Morris, Sr. *Navajo Code Talker*.
- Richard Nelson. *Enola Gay* radio operator.
- Chesley Peterson. *R.A.F. pilot*.
- *Tuskegee Airmen*: Kenneth Hawkins, John Hamilton, Charles Jamerson, Charles Ledbetter, Perry Lindsey, John Pulliams, Hackley Woodford.
- *USS Indianapolis Survivors*: Louis Campbell, Donald Felts, Verne Foster, Jay Glenn, Salvador Vega Maldonado, John Olijar.

### Other Notables

- Melissa Rose Barnes. *Sept. 11, 2001 Pentagon attack*.
- Peggy Cartwright & William Walker. *Actors in "The Birth of a Nation," "Our Gang," and "To Kill a Mockingbird."*
- John D. McKeel, Jr. *Held hostage in Iran from 1979 to 1981*.
- Lester "Les" Richter. *Football Hall of Fame*.
- Woodrow "Woody" Strode. *Helped integrate Major League Football and acted in John Ford Westerns*.
- Adelbert Waldron. *Army sniper in Vietnam*.

For interactive map and videos visit:

[www.cem.va.gov/cems/nchp/riverside.asp](http://www.cem.va.gov/cems/nchp/riverside.asp) or [www.cem.va.gov/legacy](http://www.cem.va.gov/legacy)

## EDUCATION STANDARDS

### Common Core English Language Arts Standards (ELA)

**RI:** Reading Informational Text **SL:** Speaking and Listening

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- RI.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- SL.4** Present claims and findings emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

### Common Core History/Social Studies Standards

**RH:** Reading History **WHST:** Writing History

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- RH 11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- WHST 9-10.7** Conduct short as well as sustained research projects to answer a question or solve a problem; broaden inquiry when appropriate, synthesize multiple sources on the subject.
- WHST 11-12.7** Conduct short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden an inquiry when appropriate, synthesize multiple sources on the subject demonstrating understanding of the subject.

### NCSS Disciplinary Standards

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#### History

**Enable learners** to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources.

#### Geography

**Guide learners** in the use of maps and other geographic, representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

#### Civic and Government

**Enable learners** to understand the relationship of the United States to other nations and to world affairs.

**Insure that learners** are made aware of the full range of opportunities to participate as citizens in the American democracy and of their responsibilities for doing so.



Tuskegee Airmen Ground Crew. Ramitelli, Italy, March 1945. Toni Frissell, photographer.

### KEY MESSAGES

- Americans united to contribute to the Allied victory in World War II, including members of groups that may not have been able to share all the benefits we consider essential to our democracy.
- African Americans, Hispanic Americans, Asian Americans, women, and Native Americans all played heroic roles during the war, even while facing social disadvantages and discrimination.
- Learning about the minorities and women who served during war deepens our understanding of the rich diversity among U.S. veterans.

### LEARNING ACTIVITIES

#### Activity 1

Researching the Experiences of Diverse Service Men and Women

**Time Required:** 55 minutes

#### Activity 2

World War II Diversity Presentations

**Time Required:** 55 minutes

### STUDENT HANDOUTS

- Resources for Researching the Experiences of Diverse Service Men and Women
- Graphic Organizer: Researching the Experiences of Diverse Service Men and Women

### CEMETERY CONNECTIONS

Watch for this icon throughout the activities:



#### ON-SITE TIP

When at Riverside National Cemetery, look for these important features!

# Diversity and U.S. Forces in World War II

## *Stories of Courage from Riverside National Cemetery*

### *Learning Objectives*

1. Articulate the important contributions of minority groups and women during World War II.
2. Evaluate how African American, Asian American, Native American, Hispanic American, and female veterans are honored in national cemeteries.

### *Featured Cemetery*

Riverside National Cemetery, Riverside, CA

### *Lesson Overview*

Students will explore multiculturalism by researching diverse individuals whose contributions in the past still resonate today. Students will research stories of courage from World War II and present those stories, illustrating the contributions of diverse Americans during times of national crisis.

### *Primary Sources*

- Obituaries, interviews, news reports, grave markers, and information from Internet-based sources.

### *Essential Questions*

1. How did members of different ethnic, racial, or gender groups support the nation's effort in World War II?
2. What military service did these groups contribute toward winning World War II?



## ON-SITE TIP

When at Riverside National Cemetery, look for this important feature!

### Section 5-1178

## Introduction to Activities

As a nation of immigrants and their descendants, the United States earns the loyalty of its citizens through commitment to its democratic ideals, including the loyalty of groups that have faced discrimination. Nowhere is this more apparent than in looking at how minorities and women contribute in times of national crisis, such as World War II. Exploring individual stories helps to connect the past with today's students, who can see themselves in others' stories.



*Ysmael Villegas (1924-1945)*

At Riverside, seven lives tell of two Tuskegee airmen, a Navajo code talker, a comic artist, a Latino Medal of Honor recipient, a Japanese American who served in World War II's most decorated unit, and a nurse who tended the wounded on D-Day and at the Battle of the Bulge.

Each of these examples is included in the list from which students will choose a World War II veteran to research.

## FEATURED INSETS

The photo at right shows the famous Japanese American 442nd unit.

Top of page: Medal of Honor recipient Ysmael Villegas was the first interment in Riverside National Cemetery.

[Section 5-1178]



*Japanese American 442nd Unit*

# Diversity and U.S. Forces in World War II

## ACTIVITY 1

### *Researching the Experiences of Diverse Service Men and Women*

#### MATERIALS NEEDED

- Resources for “Researching the Experiences of Diverse Service Men and Women” (Handout 1, page 13) and Graphic Organizer (Handout 2, page 14)
- Riverside National Cemetery interactive map, available at [www.cem.va.gov/cems/nchp/riverside.asp](http://www.cem.va.gov/cems/nchp/riverside.asp) or [www.cem.va.gov/legacy](http://www.cem.va.gov/legacy)
- The Uncle Sam “I Want You” recruiting poster, available at <https://www.loc.gov/resource/ppmsc.03521>
- Internet access

#### PREPARATION

- Make copies of activity handouts, one per student.
- Prepare to show the interactive map to students, projecting on a large screen if possible.



Lillian Kinkela Keil (1916-2005)



#### ON-SITE TIP

When at Riverside National Cemetery, look for this important feature!

#### Section 52A-2818



Joe Morris (1925-2011)

#### Activity Steps:

1. Show the students an image of the famous Uncle Sam “I Want You” Recruiting Poster.
2. Engage students by asking: *Given what you know about the United States in the early twentieth century, which gender or ethnic groups in the country do you think might be least excited about fighting for the United States in World War II? What groups might argue that they don't have access to all the benefits and opportunities America has to offer?*
3. As students consider these questions, they might suggest Native Americans, African Americans, women, Latinos, and Japanese Americans (particularly if internment has already been covered); they might also name German or Italian Americans. In addition, they might speculate on the difficulty the Army might have had recruiting in the internment camps.
4. Respond to students' suggestions by explaining that many members of these groups fought bravely in the war.
5. Divide students into groups, and provide them with the *Resources* handout. This handout identifies sources of information about contributions made by diverse men and women who are buried in Riverside National Cemetery.
6. Assign each group to one of the seven key figures listed on page 9, or let the groups choose. Provide students with the graphic organizer handout on page 12.
7. Instruct students to use the resources on the interactive map of Riverside National Cemetery, as well as other links, as they research their key figures. Prompt students to record background information regarding the individuals' contributions to the war, their markers at Riverside, and how their stories represent different groups coming together to support the war effort.

#### FEATURED INSETS:

Air Force nurse Lillian Kinkela Keil treated the wounded in Normandy, at the Bulge, and later at the Chosin Reservoir in Korea. She is buried at Riverside National Cemetery in [Section 20A-1235].

Code Talker Joe Morris' grave at Riverside National Cemetery [Section 52A-2818] includes a Native American emblem of faith representing the four directions.



### Questions for Discussion

- Does anyone know what is considered the most decorated unit in WWII? The answer may surprise you. (Tip: Search for “most decorated unit world war II.” The answer is the 442nd.)
- Why do you think men recruited from internment camps would fight so courageously for the nation that had interned them?
- Why do you think the 442nd was sent to fight in Europe rather than the Pacific theater in World War II?

### Key Figures for Research:

- Military Cartoonist: *George Baker* [Section 8-3254]
- The 442nd Infantry Regiment: *Robert Minoru (Takeshita) Endo* [Columbarium BE-B-301]
- Nurse: *Lillian Kinkela Keil* [Section 20A-1235]
- Code Talker: *Joe Morris* [Section 52A-2818]
- Tuskegee Airman: *Charles Ledbetter* [Section 26-1426]
- Medal of Honor: *Ysmael Villegas* [Section 5-1178]
- Tuskegee Airman: *Hackley Woodford* [Section 49A-1149]

8. Have groups develop short presentations on each of these individuals' contributions to the war effort. Allow time for groups to research and prepare their presentations.

**Activity 2 includes students' presentations to the class.**

### Activity Closure

- Ask students to plan a presentation to share their favorite findings from their research on the experiences of diverse service men and women during World War II. *What were some of the predictable findings? What was surprising?*
- Remind students that in the next activity, they will be making presentations to share what they've learned.

### FEATURED INSET

Pictured attending Riverside's Veterans Day program in 2015 are three veterans of Montford Point Camp in Jacksonville, NC, where the first African American Marines trained (1942-1949). The veteran at right wears the Congressional Gold Medal (around his neck) awarded to these and other Montford veterans three years earlier.



Montford Point Veterans

# Diversity and U.S. Forces in World War II

## ACTIVITY 2

### *World War II Diversity Presentations*

#### MATERIALS

- Presentations prepared in Activity 1
- Riverside National Cemetery interactive map, available at [www.cem.va.gov/cems/nchp/riverside.asp](http://www.cem.va.gov/cems/nchp/riverside.asp) or [www.cem.va.gov/legacy](http://www.cem.va.gov/legacy)
- *Discovering Riverside National Cemetery* Video (90 seconds), available at [www.cem.va.gov/cems/nchp/riverside.asp](http://www.cem.va.gov/cems/nchp/riverside.asp) or [www.cem.va.gov/legacy](http://www.cem.va.gov/legacy)
- Internet access

#### PREPARATION

- Complete Activity 1 before beginning Activity 2.
- Prepare to show the interactive map and video to students, using a large screen projector if possible.



*Veterans Day Flags*

#### *Activity Steps*

1. Remind students that their research findings from Activity 1 should be used as the basis for their presentations in Activity 2.
2. Have each group present its biographical research information to the class. While listening to each presentation, students should complete their graphic organizers based on the presentations.
3. After each presentation, encourage a short recap to discuss how the diversity of each veteran's particular talents and backgrounds helped him or her to contribute to the war effort.

#### **Optional: On-Demand Writing or Homework Assignment**

Ask students to respond to the following question: *Why would a member of any of these groups (African American, Asian American, Hispanic American, Japanese American, Native American, or women) want to help contribute to the war effort in World War II, even though they may not have shared all the benefits we consider essential to our democracy?*

#### *Activity Closure*

Show the short film, *Discovering Riverside National Cemetery* (90 seconds).

#### **Discussion:**

In the national cemeteries, all veterans are equal. Each marker represents a story of service. *Among the tens of thousands of grave markers in Riverside, why is it useful to learn the stories of some of the veterans buried there? Whose stories do you think are most important to tell? What might a memorial to **one of** the groups they represent look like?*

#### **FEATURED INSET**

Volunteers decorate each grave in Riverside National Cemetery with flags for Memorial Day and Veterans Day.



### ON-SITE TIP

When at Riverside National Cemetery, look for this important feature!

Near Entrance to Cemetery



Veterans Memorial, Riverside

### Lesson Extensions

- Ask groups to develop an illustrated 8" x 10" poster with a brief description of their veteran's service to hang in the classroom or hallway. Consider using a standard template for images and information.
- Ask students to write a eulogy for the veteran researched.
- Have students research existing monuments to minority groups' contributions to World War II. For example: *Where are the monuments located? When were they dedicated? What symbolism or text do they include?*
- Have students use the interactive map to:
  - Create a walking tour of Riverside National Cemetery, focusing on its World War II veterans.
  - Locate another World War II veteran who is buried at Riverside and research his or her story.

### Lesson Resources

- *And If I Perish: Frontline U.S. Army Nurses in World War II*, Evelyn Monahan & Rosemary Neidel-Greenlee, New York: Knopf, 2003
- 442nd Regimental Combat Team website: <http://www.the442.org/home.html>
- *Freedom Fliers: The Tuskegee Airmen of World War II*, J. Todd Moyer, New York: Oxford, 2010
- George Baker, *Sad Sack* website: <http://sadsack.net/GBaker.htm>
- Go For Broke (442nd) National Education Center Oral Histories: [http://www.goforbroke.org/oral\\_histories/oral\\_histories.php](http://www.goforbroke.org/oral_histories/oral_histories.php)
- Navajo Code Talkers: The Story of the Soldiers that Ended the War website: <http://navajocodetalkers.org>
- *Patriotism Crosses the Color Line: African Americans in World War II*, Clarence Taylor, *History Now*, <https://www.gilderlehrman.org/history-by-era/world-war-ii/essays/patriotism-crosses-color-line-african-americans-world-war-ii>

### FEATURED INSET

A poncho covers the face of the memorial's dead soldier, unidentified by rank, race, or gender to better represent all of those who gave their lives in combat. This powerful sculpture stands near the entrance to Riverside National Cemetery.

# Diversity and U.S. Forces in World War II

## HANDOUT 1

### *Resources for Researching the Experiences of Diverse Service Men and Women*

**Instructions:** Use the links below to research your chosen World War II service man or woman. Plan to compile your findings on the Graphic Organizer (Handout 2).

**1. Military Cartoonist: *George Baker***

- <http://www.tcj.com/george-baker-and-the-sad-sack/>
- <http://www.rememberthedeadeyes.com/GeorgeBaker.html>
- <http://sadsack.net/GBAutobiography>

**2. The 442nd Infantry Regiment: *Robert Minoru (Takeshita) Endo***

- <http://www.discovernikkei.org/en/resources/military/12818/>
- <http://www.findagrave.com/cgi-bin/fg.cgi?page=gr&GSln=endo&GSfn=robert&GSbyrel=all&GSdy=2010&GSdyrel=in&GSob=n&GRid=66787328&df=all&>

**3. Nurse: *Lillian Kinkela Keil***

- <http://www.af.mil/News/ArticleDisplay/tabid/223/Article/136758/people-remember-world-war-ii-nurses.aspx>
- [http://www.reflectionsonnursingleadership.org/Pages/Vol40\\_1\\_Riggs\\_Keil.aspx](http://www.reflectionsonnursingleadership.org/Pages/Vol40_1_Riggs_Keil.aspx)
- <http://articles.latimes.com/2005/jul/10/local/me-keil10>
- <http://www.findagrave.com/cgi-bin/fg.cgi?page=gr&GRid=11328910>

**4. Code Talker: *Joe Morris***

- [http://www.navajotimes.com/news/2011/0711/072411codetalker.php#.Vj\\_DMLSGWlw](http://www.navajotimes.com/news/2011/0711/072411codetalker.php#.Vj_DMLSGWlw)
- <http://indiancountrytodaymedianetwork.com/2011/07/21/navajo-code-talker-and-national-hero-joe-morris-sr-passes-43819>
- <http://www.latimes.com/local/obituaries/la-me-joe-morris-20110722-story.html>
- [https://en.wikipedia.org/wiki/Joe\\_Morris,\\_Sr.](https://en.wikipedia.org/wiki/Joe_Morris,_Sr.)
- <http://navajocodetalkers.org/story-of-the-navajo-code-talkers/>

**5. Tuskegee Airman: *Charles Ledbetter***

- <http://www.wvstateu.edu/about-wvsu/history/tuskegee-airmen-wvsu-connection.aspx>
- <http://www.wvgazettemail.com/News/201203100139>
- [https://en.wikipedia.org/wiki/Charles\\_William\\_Ledbetter](https://en.wikipedia.org/wiki/Charles_William_Ledbetter)
- <http://army.togetherweserved.com/army/servlet/tws.webapp.WebApp?cmd=ShadowBoxProfile&type=Person&ID=329897>

**6. Medal of Honor: *Ysmael Villegas***

- <http://www.cmohs.org/recipient-detail/3039/villegas-ysmael-r.php>
- <http://valor.militarytimes.com/recipient.php?recipientid=3412>
- <http://www.pe.com/articles/villegas-689326-riverside-community.html>
- [https://en.wikipedia.org/wiki/Ysmael\\_R.\\_Villegas](https://en.wikipedia.org/wiki/Ysmael_R._Villegas)

**7. Tuskegee Airman: *Hackley Woodford***

- <http://tuskegeeeairmen.org/explore-tai/a-brief-history/>
- [http://www.utsandiego.com/uniontrib/20050205/news\\_1m5woodford.html](http://www.utsandiego.com/uniontrib/20050205/news_1m5woodford.html)
- <http://www.findagrave.com/cgi-bin/fg.cgi?page=gr&GRid=18115459>

# Diversity and U.S. Forces in World War II

## HANDOUT 2

*Graphic Organizer: Researching the Experiences of Diverse Service Men and Women*

**Instructions:** Use the graphic organizer below to document your key research findings. As other groups present the results of their research, add that information to your graphic organizer.

| Name                 | Information from Grave Marker/Memorial<br><i>(Birth and death years, Honors)</i> | Contribution to WWII Effort<br><i>(What role did this individual play in the war?)</i> | Connection to Broader Groups and Events<br><i>(Ethnicity, Gender, Battles, Campaigns, War Effort)</i> |
|----------------------|--|--|---|
| George Baker         |  |  |   |
| Robert Endo          |  |  |   |
| Lillian Kinkela Keil |  |  |   |
| Charles Ledbetter    |  |  |   |
| Joe Morris           |  |  |   |
| Ysmael Villegas      |  |  |   |
| Hackley Woodford     |  |  |   |

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Interactive Map Activity

## ACTIVITY 3

### *Creating a Visitors Brochure of Riverside National Cemetery*

#### MATERIALS

- Riverside National Cemetery interactive map, available at [www.cem.va.gov/cems/nchp/riverside.asp](http://www.cem.va.gov/cems/nchp/riverside.asp) or [www.cem.va.gov/legacy](http://www.cem.va.gov/legacy)
- Brochure template, such as the one available at [www.readwritethink.org/files/resources/interactives/Printing\\_Press](http://www.readwritethink.org/files/resources/interactives/Printing_Press)
- Internet access
- Handout 3: Brochure Rubric (one copy for each student)

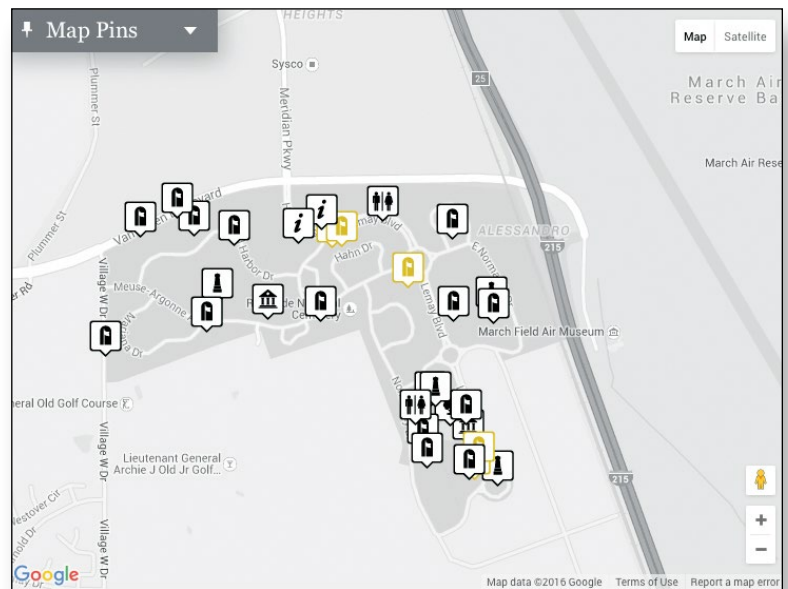
#### PREPARATION

- Prepare to show the interactive map to students, using a large-screen projector if possible.
- Find examples of Historical Site brochures to show to students.

#### Activity Steps

*Before visiting the cemetery:*

1. Have students view the Interactive Map, and initiate a class discussion focusing on how it is organized, its landmarks, and significant graves.
2. Give each student a copy of the Brochure Rubric, and discuss it with the group.
3. To arrange for a visit to Riverside National Cemetery, call the cemetery office at 951-653-8417.
4. Ask students to bring notepads to record information during their visit to the cemetery, as well as cameras to take pictures for possible use in their brochures.
5. Plan a strategy for leading the students to different areas of the cemetery and allowing them time to take photographs and notes. Ask them to use the interactive map to identify particular pins they would like to visit, perhaps organized by theme.



Interactive Map [www.cem.va.gov/cems/nchp/riverside.asp](http://www.cem.va.gov/cems/nchp/riverside.asp) or [www.cem.va.gov/legacy](http://www.cem.va.gov/legacy)

*During the cemetery visit:*

1. Make sure students have an opportunity to visit the pins they identified during the planning stage. Also ask them to take photographs and notes on other interesting markers they come across.
2. Before leaving, gather students together near the flagpole and Veterans Memorial, and lead a discussion. Ask students: *Which gravesites were you most moved or impressed by? What epitaphs caught your attention?*
3. Consider asking for a few moments of silence for students to reflect on what they have seen and experienced.

After visiting the cemetery:

- Continue the class discussion about the tour. Ask questions such as:
  - What do the veterans buried at Riverside National Cemetery have in common?
  - In what ways do they differ from one another?
  - Why is it important to remember these people?
  - What do our ways of remembering U.S. Veterans say about our history and culture?
  - What more do you think we should be doing to pay tribute to our veterans?
- Ask students to use the brochure template at [www.readwritethink.org/files/resources/interactives/Printing\\_Press](http://www.readwritethink.org/files/resources/interactives/Printing_Press) or go online to find another free template. (Many of the templates available online end up charging a fee.)
- Ask students to think about the many things they saw at the cemetery and select items for their brochure.
- Have each student create a visitors brochure for Riverside National Cemetery using their brochure template.
- After students have completed their brochures, have them exchange brochures so that all brochures are seen and shared.
- After you have reviewed each student's brochure, ask students to share their brochures with family members and friends.
- Send copies of the brochures to Riverside National Cemetery, 22495 Van Buren Blvd., Riverside, CA 92518.

## Activity Closure

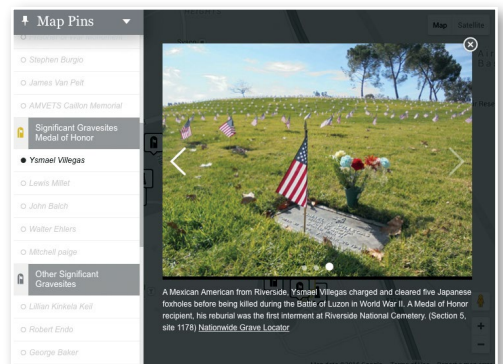
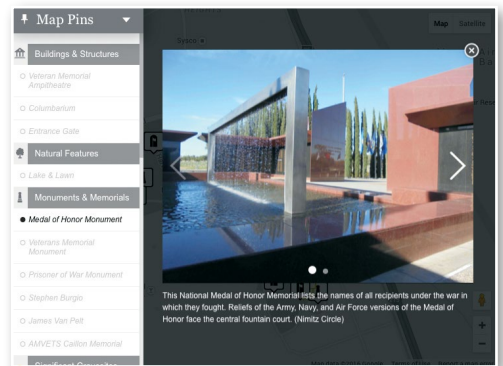
Have students evaluate the cemetery tour and the brochure. Ask questions such as:

- What did you most enjoy?
- What did you least enjoy, and what would you change?
- Did this lesson change your thoughts about veterans? If so, how?

Ask for pictures and stories. Ask students about veterans in their families. Have students bring in pictures and make a Wall of Fame to hang in the hallway.

## Lesson Extensions

Encourage students to visit other national cemeteries while traveling on vacation or volunteer at a national cemetery around Memorial Day.



*The can be a virtual tour of the cemetery: Click on a map pin icon to view historical facts and slide shows.*

# Brochure Rubric

## HANDOUT

*Visitors Brochure of Riverside National Cemetery*

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Title of Work: \_\_\_\_\_ Date: \_\_\_\_\_

|   | CRITERIA  |   |  |  | POINTS |
|---|---|---|--|--|--------|
|   | 1   | 2   | 3  | 4  |        |
| <b>Overall Content, Map, Location, Description, Monument, Sections, History, Photos</b> | Less than Half Present  | Half Present  | Most Present   | All Present and More   |        |
| <b>ORGANIZATION</b>   | Confusing to the reader   | Some organized information; random formatting                                       | Appropriate formatting; well-organized information   | Excellent formatting; very well-organized information                                |        |
| <b>GRAMMAR</b>  | Incomplete sentences; incorrect capitalization and punctuation throughout | Some incomplete sentences; some incorrect capitalization and punctuation throughout | Most of the sentences are correct; most of the capitalization and punctuation are correct. | All writing is in complete sentences; capitalization and punctuation are all correct |        |
| <b>GRAPHICS</b>   | Graphics are randomly chosen and do not go with accompanying text.        | Graphics go well with the text, but there are too few.                              | Graphics go well with the text, but there are so many, they distract from the text.        | Graphics go well with the text; good mix of text and graphics                        |        |
| <b>TOTAL &gt;</b>   |   |   |  |  |        |

**Teacher Comments:**



# *Curriculum Development Team*

## **Historian**

### **Thomas G. Connors**

Thomas Connors is associate professor of history at the University of Northern Iowa. He earned his Ph.D. in history from the University of Illinois. He is a recognized expert on history education with a specialization in the use of cemeteries as teaching tools. Since 2000, he has worked with teachers and led tours of 62 cemeteries in 25 states, from Florida to Alaska. He has published a study of Washington Irving and Sleepy Hollow, and his current research focuses on using cemeteries for research and service projects. He is also involved in local historic preservation and education.

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## **Contributing Educators**

### **Lucinda Evans**

Lucinda Evans has taught social studies in Topeka Public Schools for 25 years. She has developed curriculum and teaching materials and has written state standards and assessment items for social studies. She has a B.S. in history from St. Mary of the Plains College in Dodge City, Kansas. As a Master Teacher for the National Council for History Education and the American Institute for History Education, Evans has been involved with numerous Teaching American History grants. She is a past president of the Kansas Council for History Education and has participated in Gilder Lehrman Seminars at Oxford and Cambridge.

### **Gerry R. Kohler**

Gerry Kohler taught social studies for three decades in elementary, junior high, and high schools in Parkersburg, West Virginia. She earned her B.A. in Early Childhood Education from West Virginia Wesleyan College and her M.A. in Education Administration from West Virginia University. In 2006, she was selected as the Gilder Lehrman Institute's National History Teacher of the Year. She has frequently presented as a Master Teacher for the National Council for History Education on Teaching American History grants. Other honors have come from the Daughters of the American Revolution and the U.S. House of Representatives. In 2010, she received the James P. Vaughan Award for Historic Preservation.