

Role of the Military in North Carolina Today

Date:		NCSCOS 8.01	Warm – Up/Bell ringer: Have students make a list of jobs that are done by NC military personnel.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Knowledge of modern technology and its impact on warfare in the 21 st century.	Continuous Assessment - tools/strategies
Internet connection to Camp Lejeune website with an Aver Key or media projector to share the pictures with students	One 40 minute class	<p>Purpose/Objective of this lesson: Students will learn how education and technology assist Marines in accomplishing their missions.</p> <p>Teacher Input</p> <ul style="list-style-type: none"> • Teacher will present the images from Camp Lejeune showing Marines engaged in a variety of activities both on base and throughout the world. The teacher will need to decide whether to download specific pictures in advance or to use pictures directly from the Internet in the order they have been placed on the site. The pictures can be copied and placed in a PowerPoint presentation along with the descriptions provided. Since the website can be frustrating to navigate when looking for a specific picture, this may be the best option when available. • Teacher may need to explain or lead the discussion of some of the images. The accompanying text should provide the necessary background. As students make inferences, teachers may need to correct obvious inaccuracies. <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What types of equipment do you see in the pictures? 2. How might a Marine's middle and high school education help him or her in this photograph? 3. What can you infer about Marines and about the 21st Century based on this picture? <p>Strategies for Differentiation: The visual learner will have the opportunity to utilize his or her prior knowledge and analytical skills.</p>	<p>Class discussion answers</p> <p>How is computer software utilized here? What would it take to repair this? What types of writing or mathematical calculations would a Marine need to make in this occupation? Etc.</p>
		<p>Class Activity: Guided Practice</p> <ul style="list-style-type: none"> • Access the picture gallery on the Camp Lejeune website. As each image is shown, ask students to identify what is happening in the picture, the type of job(s) they see being done, and what they can infer from the picture. • Instruct students to add jobs / activities to their bell ringer list as they find ones that were not on their list. 	

	<p>Independent Practice Choose one of the following and write a half page to a whole page essay:</p> <ol style="list-style-type: none"> 1. Describe the picture that you think best shows "Today's Marine Corps." Write your essay in support of your choice. Give at least three factual reasons for your choice. 2. Describe the picture that surprised you the most. In your essay, explain why it surprised you. What did you learn from the picture? 3. Write an essay describing what your life would be like if you were a Marine today. What job(s) would you do in peace time? In wartime? What would you think about? Where would you live, eat, or relax? <p>Summary/Closure:</p> <ol style="list-style-type: none"> 1. How do communications equipment and computers increase the effectiveness of the Marines? 2. How might these images relate to the reasons why men and women volunteer for the Marines specifically and the armed forces in general? 3. What types of sacrifice must members of the armed forces make? 4. How does education, both as a student and once in the armed forces, assist Marines in preparing for and surviving combat? <p>Homework: Students may need to complete the essays at home, depending on the number of pictures viewed and the length of discussion.</p>	
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Reflection:

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Notes and Comments:

In schools with limited ability to share internet images with students, teachers may want to print and laminate copies of selected pictures.

Resources:

Camp Lejeune website: <http://www.usmc.mil/marinelink/image1.nsf/imagearchive> Images change with ongoing events so you may want to save "favorites" to your hard drive for continued use.

Official website of the US Marine Corps:

<http://www.usmc.mil/marinelink/mcn2000.nsf/homepage?readform>

Virtual Guided tour of Camp Lejeune: <http://www.lejeune.usmc.mil/mcb/tour2.asp>

"The Wartime Columns of Ernie Pyle." University of Indiana Bloomington, School of Journalism.

<http://www.journalism.indiana.edu/news/erniepyle/> can be used to compare the daily lives of soldiers during World War Two and conflict in Iraq.

US Army History of War on terror, including in Afghanistan and Iraq:

<http://www.army.mil/cmh/books/AMH-V2/AMH%20V2/chapter14.htm>

US Army History on warfare; numerous paintings from the revolution through today:

<http://www.army.mil/cmh/online/Bookshelves/books-era.htm>

<http://www.army.mil/cmh/art/A&I/artwork.htm>

The War on Terror: the Home Front

Date:		NCSOC 7.04 and 8.01	Warm – Up/Bell ringer: List people you know who are serving in the military currently or have served in the past. What branches of the military are these soldiers and veterans serving in? (National Guard, Coast Guard, Marines, etc.)
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Knowledge of Vietnam War and the current war in both Afghanistan and Iraq. See http://en.wikipedia.org/wiki/Vietnam_war as one possible website for background information on the Vietnam War.	Continuous Assessment - tools/strategies
Transparency of “graph paper” vis-à-vis pens Transparency of lyrics for On This Day Internet link to music for On This Day Excerpts from “Surrender Was Not An Option” by Jack Cunningham	1 class period	<p>Purpose/Objective of this lesson: Students will become aware of the impact the military has in NC and their own community. Students will learn about problems faced by returning military during Vietnam Era.</p> <p>Teacher Input</p> <ul style="list-style-type: none"> Teacher will share information about “A Time of Remembrance” service. (see website below) Teacher will guide the creation and completion of the graph. Explain to students the problems faced by returning military during the Vietnam Era. Guide a comparison of the current support for members of the military to that of the Vietnam Era. <p>Key Questions: <i>General:</i></p> <ol style="list-style-type: none"> How are NC and the US involved in the current conflict in Iraq and Afghanistan? How can North Carolinian students and adult citizen support troops? Can citizens support the troops but protest against the war? <p><i>With the song:</i></p> <ol style="list-style-type: none"> What point of view is the song writer expressing? How does this apply to our graph? <p>Strategies for Differentiation: Using the music will engage all students, especially auditory learners. Graphing will integrate mathematical skills. The kinesthetic learner will be helped by creating the final product and if students are called on to mark the graphs.</p>	Completed student responses Comments during class discussion Rubric for product see notes
		Class Activity: Guided Practice	
		<ul style="list-style-type: none"> Poll the students using the Bell Ringer questions and record the numbers on the board. 	

	<ul style="list-style-type: none"> • Using the overhead transparency of graph paper create 2 graphs. The teacher may call on students to actually mark on the graphs. Include the following categories: <ul style="list-style-type: none"> -students who have family in service -students who know someone in the service • Create a second graph with categories reflecting the different branches of service for the people on the first graph. • Point out to the students how many of them have been personally “touched” by the military even though they may not live near a military base. • Distribute “Excerpts from ‘Surrender Was Not An Option’ by Jack Cunningham.” • Instruct students to read what Jack Cunningham has written about his experience in Viet Nam. • Have students create a circle map describing the response of people back home in the US to the war and the soldiers. • Ask students to imagine how they would feel in Jack Cunningham’s place. • <i>Given the strong tone the letter takes, the teacher may need to present reasons why anti-war protestors believed that they were justified in demanding an end to the war effort. The same wikipedia.org article for background also contains a concise description of the reasons for opposing the war, such as the draft, the war’s objectives, objections of returning veterans, and alleged/documentated war crimes.</i> • Poll the students about current support for members of the military in Iraq and Afghanistan. Write these on the board. Compare these responses to what they read in the excerpts. • Ask students to hypothesize why reactions are different. • Introduce “A Time of Remembrance” ceremony May 21, 2006, including purpose. • Place transparency of <u>On This Day</u> on the overhead for students to read along. Explain that this song is being used to honor the soldiers who have fought in Iraq and Afghanistan. From the website, play one of the available versions of <u>On This Day</u>. • Use the key questions to discuss the writer’s view point. <p>Independent Practice</p> <ul style="list-style-type: none"> • Challenge students to work in pairs or groups of 3 to create something to honor North Carolinians who are serving or have served overseas in Iraq or Afghanistan. Students will share what they have created with others in the class during the next class period. Two dimensional products can be displayed in the room or in the school. • Some of these may be shared with current 	
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		<p>servicemen through contacting local support agencies. A student may wish to share their response with a family member or friend who is a member of the military who has served in Iraq or Afghanistan.</p> <ul style="list-style-type: none"> Possible products are letters to people in the military, “nominations” for honor as a hero, poems or songs to honor the contribution of the military personnel in Iraq or Afghanistan, drawings that illustrate an appropriate monument to honor those who fought in Iraq or Afghanistan, creation of a classroom “memorial bulletin board” to honor the troops. One class wrote notes on plain white paper, folded them to create an “origami shirt,” and put them onto poster board in a wreath arrangement. <p>Summary/Closure: Briefly poll the class for ways they can support the troops. List these on the board.</p> <p>Homework: Some students may need to finish their “product” at home.</p>	
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Notes and Comments:

Sample Rubric:

Student name _____

Points earned

completed and turned in 60 pts ____

appropriate content 10 pts ____

neatness 10 pts ____

creative 10 pts ____

effort 10 pts ____

Total score _____

Student name _Sample Student_____

Points earned

completed and turned in 60

appropriate content up to 10 pts _10_

neatness up to 10 pts _8_ (some crossovers)

creative up to 10 pts 10_

effort up to 10 pts _5_ (student capable of better work)

Total score ____93_ - A

Resources:

Website for “A Time of Remembrance, <http://www.timeofremembrance.com/>

Song for A Time of Remembrance – On This Day

Lyrics for song On This Day. <http://www.remember.gov/moment/documents/LyricstoOnThisDay.pdf>

Performed by Sara Evans, <http://www.remember.gov/moment/documents/OnThisDay-SaraEvans.mp3>

A detailed approach on how to integrate participants in the Vietnam War into your classroom is offered at: www.wcpss.net/community_in_the_classroom

Excerpts from "Surrender Was Not An Option" by Jack Cunningham, <http://www.capveterans.com/>

Protests against the War in Vietnam is discussed at: http://en.wikipedia.org/wiki/Vietnam_war#U.S._and_Australian_Opposition_to_the_War

Directions for making an origami shirt: http://art-smart.ci.manchester.ct.us/how_to/how_to_hi_shirt.html

Compare "When Johnny Comes Marching Home Again" with a Vietnam era protest song such as "Feel-Like-I'm Fixin'-To-Die-Rag" by Country Joe and the Fish. How do the songs value the nation's war effort, the combat soldiers' sacrifices, and the veterans?

Excerpts from “Surrender Was Not An Option” by Jack Cunningham

Since the communist activity against the village was getting worse, the 5th Marines sent a company (150 boys) of grunts and two tanks to work our area outside our village. Even with them, we were getting hit with sniper fire. Not far from me one of the 5th Marines got his legs blown off by a booby trap. We found a tunnel where we captured three Viet Cong (terrorists), \$5,000 in American green money, \$3,000 in American military money and boxes and boxes of clothes donated to the Viet Cong (Freedom Fighters) from a student union from Berkley University in California.

That really hurt and frustrated everyone. We were fighting for our lives (and peasant lives) for what??? We already had heard about all the demonstrations across America. But now, they (students) were even helping our enemy. (I learned to hate.)

The day fighting continued and I received two minor shrapnel wounds on different occasions; once in the back and the other, in the hand. (I received no Purple Hearts for them, but the shrapnel is still in me.)

We didn't know whom to trust. Again, we heard that kids were being paid to plant booby traps to kill us. We were always reminded about the bounties on each of our heads. Everyone was concerned.

It was around this time that I received pictures from a friend showing my hometown's Vietnam Veteran Memorial getting desecrated with red paint. I was so proud of that memorial, I thought every town had one. Now, this!! Twice this happened in a two-month period. They never caught the scum that had done it. They attacked at night when no one was around. Just like the terrorists and cowards we were fighting. (The memorial was dedicated May 1968. My hometown's Vietnam Memorial was one of the first in America).

It was also around this time that I heard about the Kent State deaths. This was all tearing me apart. I was exhausted from all the intelligence reports about us getting wiped out. I was tired of seeing friends get hurt. All for nothing. No one really cared!! They hated us back home and people were trying to kill us here. Why were we fighting?? The fear of dying for nothing...is the ugliest fear of all. I hated the people back home more than the communists who were trying to kill us. I wanted to be left alone.

By this time I felt completely exhausted, frustrated, betrayed, and cheated. So alone. This was not the way I thought wars should be fought. I didn't have any answers how one should be experienced. I felt very confused. And at times depressed and scared. Were we going to get wiped out before the pullout??

Armstrong, Jack. “Surrender Was Not An Option.” <http://www.capveterans.com/>

The Impact of Military Bases in NC

Date:		NCSCS 8.01- 8.03	Warm – Up/Bell ringer: Students begin working on the map as soon as class begins. See independent practice below.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Knowledge of North Carolina geographic regions and counties; economic ramifications of military spending since World War II.	Continuous Assessment - tools/strategies
Blank map of NC counties “Military Dollars – Impact per 100 Persons” map Or “Military Dollars – Local Impact” <i>enough for students to share</i> Transparency of blank county map with answers marked for students to check their work	1 class period	Purpose/Objective of this lesson: Students will be able to describe the economic impact of the military in North Carolina and in their own county. Teacher Input The teacher will lead the students in comparing their maps with the Department of Defense (DOD) Military Dollars map. Assist students in making connections with the variety of ways military dollars can impact counties far removed from the actual bases through contracts for military supplies and retirees. Key Questions: <ol style="list-style-type: none"> 1. How might military base closures, wartime conditions, troop re-deployments, the call up of National Guard troops affect their community, county, state, and country? 2. How will such events effect families, businesses, police and medical personnel, etc? 	Answers on map of counties Answers to teacher questions Ask students example questions such as: How does a soldier’s paycheck affect his community? How do restaurants benefit or suffer from base openings or closures? How do military spouses change their lives when the husband or wife is called away to duty? How does a base closure impact civilians and local businesses? How might a community be affected by the transfer of medical personnel to an overseas base?
		Class Activity: Guided Practice <ul style="list-style-type: none"> • Students should complete questions 1-4 regarding military base and county locations. Display the answer key map and review answers. • Use the three maps provided on the overhead and assist students in how to use the key for each and how to interpret the data. Independent Practice Students should complete the Key Questions #1-7 Summary/Closure: Ask students to write the answers to the following questions on a half sheet of paper:	“Blizzard” answers will also serve to assess student learning.

		<p>1. Where are most of the military bases in NC? 2. Name three ways that the military provides money to counties in North Carolina.</p> <p>After students have written the answers on their papers, have them wad up the paper into a ball. At the count of three, students will get to “gently” throw the wadded up answers in an “answer blizzard.” (Limit the time for the blizzard to one minute or less) At the end of the blizzard, each student will end up with a paper wad. Ask for volunteers to read the answers to the questions from the sheet that they picked up at the end of the blizzard.</p> <p>Homework: Create a Venn diagram that compares the cut off of retirement benefits to veterans on a NC county to a base closure in Fayetteville. Alternatively, make a Venn diagram comparison between a yeoman farmer being drafted to serve in the Confederacy in the Civil War and a small business owner being sent overseas with his or her National Guard unit today. How does each affect their families and their counties?</p>	
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Reflection:

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Notes and Comments:

The Military Bases in NC Map activity directions were created for use with the Powell text North Carolina: A Proud State in Our Nation. The Bell and Crowe text North Carolina: The History of an American State has a map of counties in the back on page 613 and a map of major cities and roads on page 612 that can be used together to complete the activity, however the cities map does not locate the cities within a county. A road map could also be used for this map activity.

Resources:

See <http://www.ecu.edu/rds/NC%20Statewide%20Military%20Impact%20Study%20042004.pdf> for the full report and additional maps and tables.

Military Bases in North Carolina Map

Get a blank map of NC. Use the map of NC Counties in the back of your book to label the following places on your map:

Cumberland County
Craven County
Brunswick County
Wayne County
Onslow County
Pasquotank County
Cherry Point MCAS (Havelock)
Camp Lejeune Marine Base (Jacksonville)
New River MCAS (Jacksonville)
Fort Bragg Army Base (Fayetteville)
Pope Air Force Base (Fayetteville)
Seymour Johnson Air Force Base (Goldsboro)
Elizabeth City Coast Guard Station (Elizabeth City)
Sunny Point Marine Terminal (Cape Fear below Wilmington on the Cape Fear River)

Use a colored pencil or highlighter to shade in the counties that you labeled above.

Answer the following questions based on your completed map. Write the answers on the back of the map paper.

1. Describe the relative location of the military bases in North Carolina.
2. Which counties do you think benefit economically from the presence of military bases? List them, and place a "\$" on those counties on the map.
3. Explain your answer to question number 2.
4. Find the county you live in. Label it with its name.

Key Questions

Use one or more of the Department of Defense Maps:

1. What does the cartographer use to show economic impact on this map?
2. In which counties does the military have the greatest economic impact (include the two highest categories)?
3. Notice the values for each category. Why do you think the cartographer has gaps in the values between categories?
4. Where does your county rank in economic impact from the military?
5. On your map, mark with an "X" any counties in which the military has significant economic impact that you did not mark with a "\$" on your map.
6. Which counties surprised you the most? Why did you expect them to be different?
7. Name some ways that the military might impact counties without military bases.

Military Bases in North Carolina Map

Get a blank map of NC. Use the map of NC Counties in the back of your book to label the following places on your map:

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Elizabeth City Coast Guard Station (Elizabeth City)
Sunny Point Marine Terminal (Cape Fear below Wilmington on the Cape Fear River)

Use a colored pencil or highlighter to shade in the counties that you labeled above.

Answer the following questions based on your completed map. Write the answers on the back of the map paper.

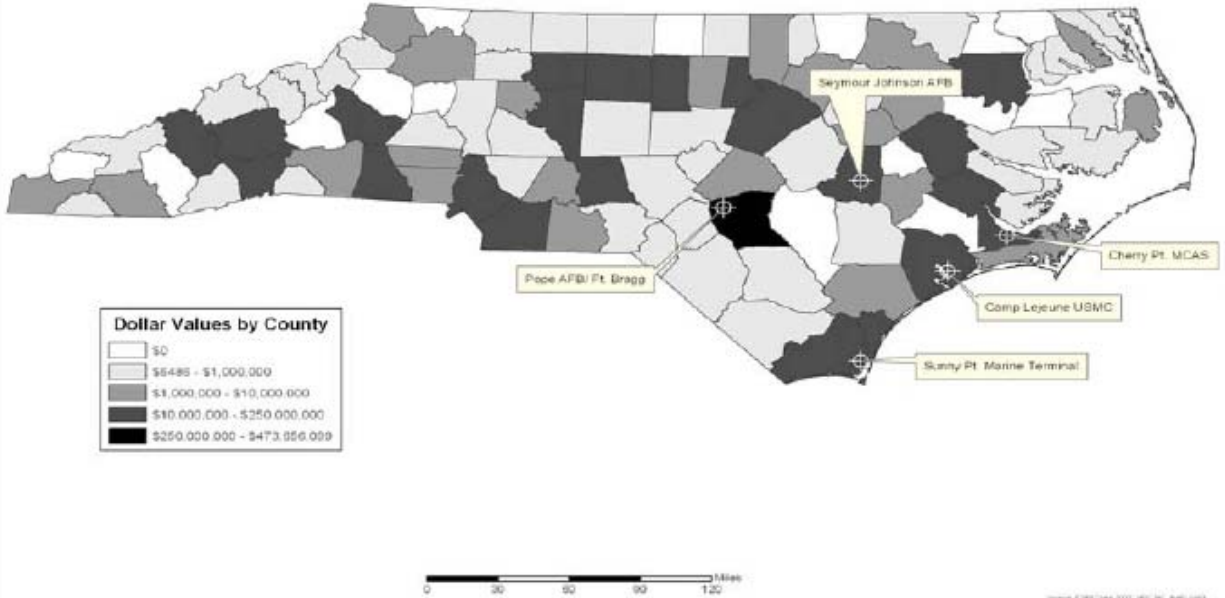
1. Describe the relative location of the military bases in North Carolina.
(Most are in the southeastern quadrant of NC in the Coastal Plain.)
2. Which counties do you think benefit economically from the presence of military bases?
List them, and place a "\$" on those counties on the map.
(Most students will expect the counties that include the bases and counties that are adjacent to them will benefit most.)
3. Explain your answer to question number 2.
4. Find the county you live in. Label it with its name.

Key Questions

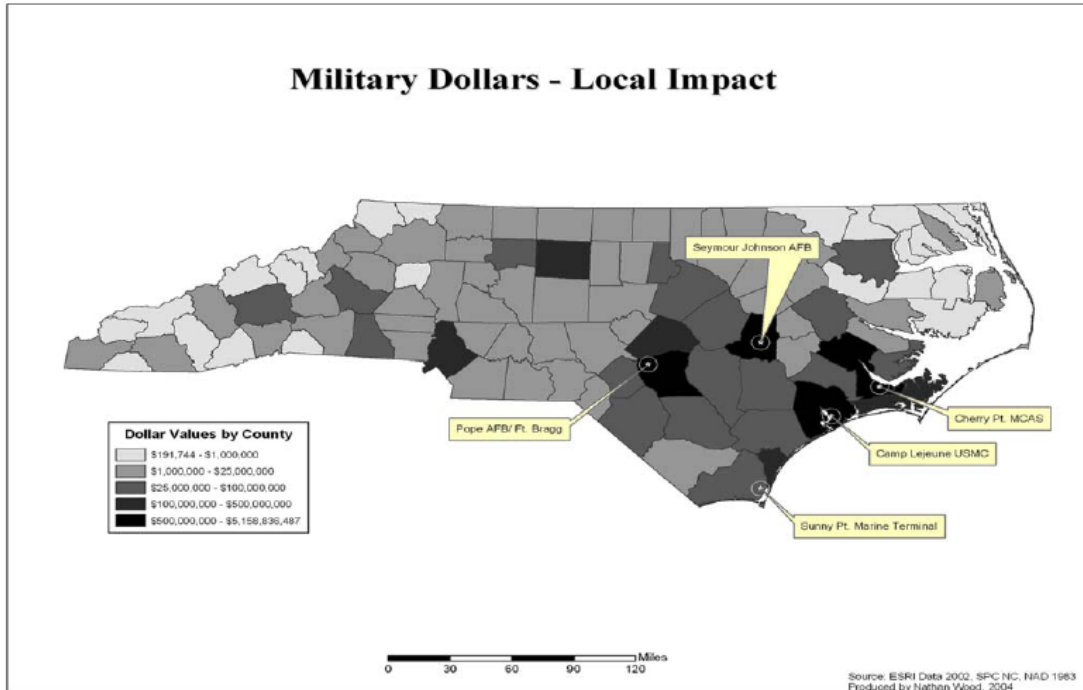
After you have seen the Department of Defense Map of Economic Impact:

1. What does the cartographer use to show economic impact on this map?
(Shading is used with the darkest counties impacted the most.)
2. In which counties does the military have the greatest economic impact (include the two highest categories)?
3. Notice the values for each category. Why do you think the cartographer has gaps in the values between categories?
(Answers will vary, one answer could be that the only actual values were used, and no counties received in-between values.)
4. Where does your county rank in economic impact from the military?
5. On your map, mark with an "X" any counties in which the military has significant economic impact that you did not mark with a "\$" on your map.
6. Which counties surprised you the most? Why did you expect them to be different?
7. Name some ways that the military might impact counties without military bases.

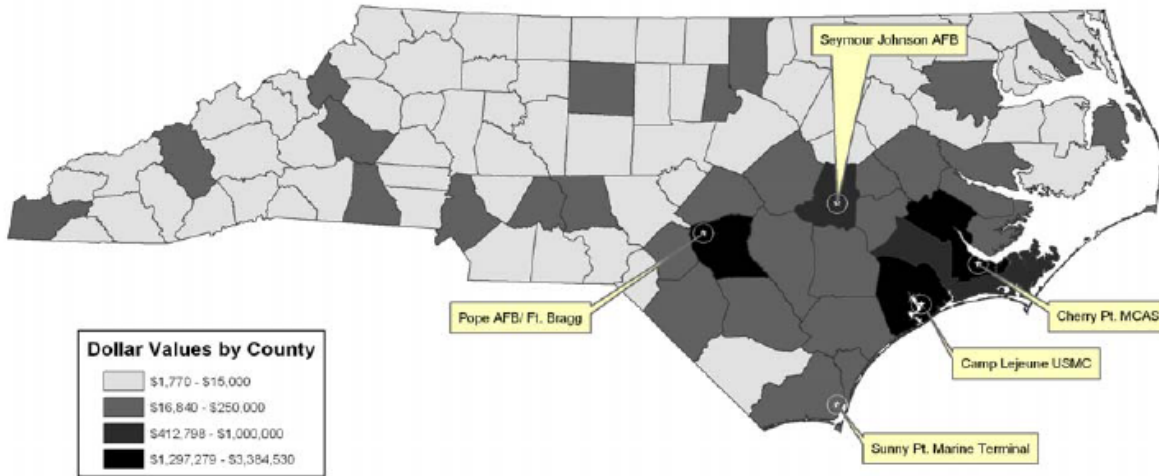
Military Dollars - DoD Contracts



Military Dollars - Local Impact



Military Dollars - Impact per 100 Persons



0 30 60 90 120 Miles

Source: ESRI Data 2002, SPC NC, NAD 1983
Produced by Nathan Wood, 2004