

THE U.S. ARMY'S

SPIRIT OF AMERICA

A free patriotic live-action show



★ ★ ★ TEACHER'S GUIDE ★ ★ ★



The U.S. Army Military District of Washington is pleased that you and your students will be attending Spirit of America in September. Performed in the tradition of both a military review and a large scale theatrical production, this free show teaches history, common values and American musical heritage. Few live shows can deliver in two hours all that your students will experience through narration, pageantry and music at Spirit of America. Our goal is to provide the audience with a better understanding of how the U.S. Army has shaped American history and to commemorate the brave actions of the men and women who helped preserve the freedoms we enjoy today.

The show and this teacher's guide do not try to teach a specific philosophy or ideology, but are an attempt to reveal American history through the eyes of American Soldiers. They come from all walks of life, all parts of our land, freely giving the country their talents and skills while answering the call to duty.

This teacher's guide aims to:

- ★ *Provide background information on the units you will see at Spirit of America.*
- ★ *Supplement your textbooks and curriculum. Written for students of all ages, the activities and assignments are easily adaptable for grades 5-12.*
- ★ *Encourage your students to make personal connections to history and understand the relevance to today's issues.*
- ★ *Convey the complexity, contingency and changing nature of the United States Army throughout history.*
- ★ *Promote historical literacy and critical thinking skills by examining how history is constructed.*

The Spirit of America Teacher's Guide was prepared by the U.S. Army Military District of Washington Public Affairs Office. The material is compiled from various educational websites and historical institutions and organizations such as the U.S. Army Center of Military History, The Old Guard Museum (Fort Myer, VA), the National Park Service, the National Security Agency, the Central Intelligence Agency, the National Archives and the Library of Congress.



Your feedback is valued, please email comments to: spiritofamerica@jfbqncr.northcom.mil

To download additional copies, please visit the Spirit of America website: www.soa.mdw.army.mil

★ 237 YEARS OF ARMY STRENGTH ★



BIRTH OF AN ARMY

The military history of the United States spans a period of more than two centuries. Born out of the necessity to preserve their rights and freedoms, the early colonists formed militias that evolved into the highly trained, skilled citizen Soldier force that is today's United States Army. The beginning of the United States military lies in civilian frontiersmen, armed for hunting and basic survival in the wilderness. They were organized into local militias for small military operations used against Native Americans and neighboring European colonies. Tensions between Great Britain and the original thirteen colonies built to a crisis in 1774 when the British placed the province of Massachusetts under martial law.

When the Revolutionary War broke out in Lexington and Concord in April of 1775, the colonial revolutionaries did not have an army. The Continental Congress resolved to formally create the Continental Army on June 14, 1775,

and appointed General George Washington as the first Commander-in-Chief. The Continental Army was augmented throughout the war with militia from the colonies; this strategy worked well, keeping the army intact and wearing down the British resolve.

Ten companies of riflemen were authorized by a resolution of the Continental Congress in 1775.

Most of the Continental Army was disbanded in 1783 after the Treaty of Paris ended the war. However, the oldest Regular Army infantry regiment, the 3rd, was constituted on June 3, 1784, as the First American Regiment. The remaining units endured to become the United States Army which today is comprised much as it was in 1775, of citizen Soldiers unwavering in their effort to keep America the land of the free and the home of the brave.

LESSON PLAN:

Spirit of America is proud to highlight and celebrate the perseverance and resiliency of American Soldiers throughout history as the Army continues to grow and thrive.

OBJECTIVES:

- ★ Understand resiliency and perseverance.
- ★ Recognize how resiliency and perseverance as personal strengths have played a role in history.

Resiliency is the ability to grow and thrive in the face of challenges and bounce back from adversity.

Perseverance is continuing in a course of action in spite of difficulties, obstacles or discouragement.

Enhanced resiliency increases the overall readiness of our Army. As a result, the Army will continue to improve individual performance while building the confidence in Soldiers to lead, the courage to stand up for one's beliefs and the compassion to help others – the Strength of the Nation. Developing human resilience is a life-long process. There is no “end state” for a person's resilience; Soldiers strive to always improve.

ACTIVITIES:

Ask students to define what it means to be strong. Below are the Army's dimensions of strength.

Developing these skill sets results in greater resilience. As a class, examine how the Army's dimensions of strength can help your students grow individually and as a class.

The Army's dimensions of strength:

- ★ Physical – Performing and excelling in physical activities that require aerobic fitness, endurance, strength, healthy body composition and flexibility derived through exercise, nutrition and training.
- ★ Emotional – Approaching life's challenges in a positive, optimistic way by demonstrating self control, stamina and good character with individual choices and actions.
- ★ Social – Developing and maintaining trusted, valued relationships and friendships that are personally fulfilling and foster good communication including a comfortable exchange of ideas, views and experiences.
- ★ Spiritual – Strengthening a set of beliefs, principles or values that sustain a person beyond family, institutional, and societal sources of strength.
- ★ Family – Being part of a family unit that is safe, supportive and loving and provides the resources for all members to live in a healthy and secure environment.

ACTIVITIES (CONT'D):

Discuss members of your community that the class feels embodies the “Strength of the Nation.” Have students visit www.army.mil/facesofstrength. They will meet some everyday heroes. They might be people you know or total strangers, but each one has always answered his or her Nation’s call with selfless service and undaunted courage. Some are Soldiers, some are family members, some are community volunteers – we celebrate them all, and invite your students to look into their eyes as they read their stories. They may not remember their names, but they will never forget these “Faces of Strength.” Students will also have an opportunity on this web site to nominate their own “Face of Strength,” someone whose devotion and spirit have raised them to the status of everyday hero.

ASSIGNMENTS:

Introduce students to the Army Values. These values are considered vital for mission success and maintaining the trust of the American public. The Army Values are loyalty, duty, respect, selfless service, honor, integrity and personal courage. These values give Soldiers the resiliency to persevere.

During the first act of Spirit of America 2012, examples of resiliency and perseverance are highlighted.

Have each student select one of the following examples from the show or a person of their choice:

Meriwether Lewis, Clara Barton, Gen. George Washington, Thomas Paine, Joseph Plumb Martin, SGT Thomas Shaw, Audie Murphy.

Each student should research his or her chosen person and write an analysis of how he or she persevered and what obstacles he or she faced. The analysis should include how the Army Values were followed and explain the relevance of his or her accomplishments to our lives today.

TYING IT ALL TOGETHER:

We have never had better-trained, better-led, or better-equipped Soldiers than we do today. In their faces we see reflected immense pride, spirit and know-how. These are more than just our sons and daughters, our spouses, our parents, our neighbors and friends – they are our strength, and they will continue to be “The Strength of the Nation” with their courage, commitment and resilience.

Loyalty:

Bear true faith and allegiance to the U.S. Constitution, the Army, your unit and other Soldiers.

Example: Soldiers take pride in their accomplishments and stand by their honest mistakes.

Duty

Fulfill your obligations.

Example: Soldiers take responsibility to do what's right, no matter how tough it is, even when no one is watching.

Respect:

Treat people as they should be treated.

Example: Soldiers earn respect by ensuring they are trained in all aspects of their jobs.

Selfless Service

Put the welfare of the Nation, the Army and your Soldiers before your own.

Example: Soldiers endure hardships and insurmountable odds in the service of fellow Soldiers and the Nation.

Honor

Live up to all the Army Values.

Example: Soldiers are honest with themselves and are truthful and sincere in their actions.

Integrity

Do what's right, legally and morally.

Example: Soldiers are honest and live by their word.

Personal Courage

Face fear, danger, or adversity.

Example: Soldiers do not compromise their values or moral principles. It takes special courage to make and support unpopular decisions.

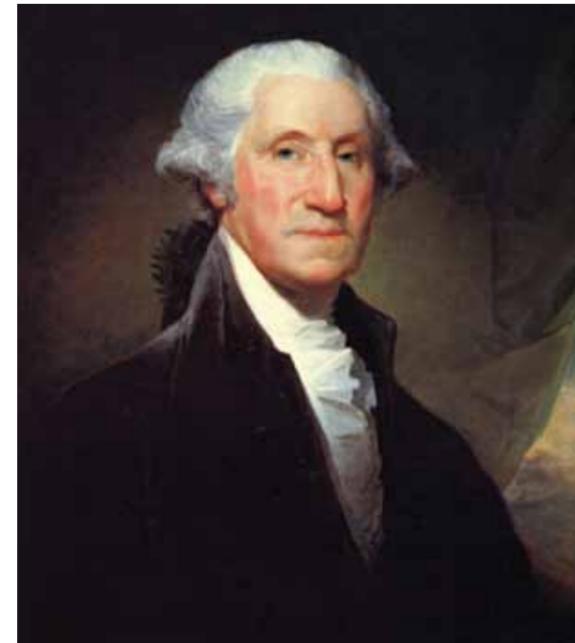
★ THE AMERICAN REVOLUTION ★

STATE SECRETS

Throughout history, world events have changed because of secret messages. Secrets that were kept and secrets that were exposed.

During the American Revolution, British and Colonial Soldiers frequently intercepted enemy mail. They began using various ways of disguising messages that traveled across enemy lines. Some Revolutionary War leaders became much more famous for their achievements during the revolutionary period than for their impressive intelligence accomplishments. Others became much more recognized for their undercover operations.

GEORGE WASHINGTON

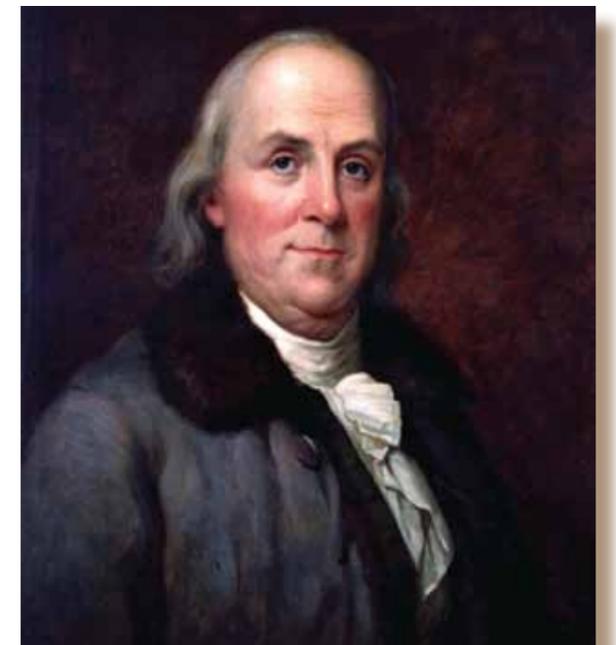


Washington began his espionage career as a spy for the British during the French and Indian War. In 1755, at the age of 23, he was almost killed in the massacre of General Edward Braddock’s troops during the Battle of Monongahela. The Braddock expedition was

a failed British attempt to capture the French Fort Duquesne in the summer of 1755 during the French and Indian War. This effort was supposed to retake the Ohio Country. George Washington, who knew the territory, served as a volunteer aide-de-camp to General Braddock.

His training paid off when he became Commander-in-Chief of the Continental Army in 1775. Washington was able to instruct others in the techniques of spying, the use of cover stories to protect themselves and the sending of messages in code. Washington was even able to convince British General Henry Clinton that he was going to attack New York City, when in fact he was actually moving in to surprise General Cornwallis at Yorktown.

BENJAMIN FRANKLIN



Franklin served many jobs in the Second Continental Congress. He helped draft the Declaration of Independence, handled secret correspondence and secretly obtained military supplies for the Revolution. Franklin

traveled to Paris several times to negotiate a French-American alliance for the war. He gathered intelligence, distributed propaganda, coordinated aid from America's secret allies and recruited people for the cause. He also discovered that several of his employees were British spies. Franklin continued throughout the war to produce propaganda material and helped plan an American military attack on the British Isles - the first time a British town had been invaded since the late 1600s.

NATHAN HALE



Under the cover of a Dutch schoolmaster, Nathan Hale went behind enemy lines to collect information. He was captured by the British and hanged on Sept. 22, 1776. Hale's final words were, "I only regret that I have but one life to lose for my country." He was the first American captured and executed for spying.

All images and statues of Hale are based on idealized archetypes. To this day no contemporary portraits of him have been found.

AGENT 355

One of the first women to serve as an undercover operations officer was known only by the code name "355." Working for Washington's secret intelligence network in New York, 355 corresponded in secret ink, made dead drops (leaving information in specific places to be retrieved) and created codes until she was captured by the British in 1780. 355's real name remains unknown to this day, but she is honored on the Central Intelligence Agency's Memorial Wall, as one of the anonymous few who played an important role in keeping our country free.

REVOLUTIONARY WAR EXTRAS

Army officers Meriwether Lewis and William Clark were to keep President Thomas Jefferson informed about the progress of their westward expedition as much as possible. Fearing the messages would be intercepted by those opposed to the expedition, President Jefferson taught Lewis how to encode them. If Jefferson's code was ever used by Lewis, no evidence of it has survived. As the Corps of Discovery made its way west, it became apparent that no member of the tight-knit corps could be spared to carry messages back east. Soldiers reenact the expedition of Lewis and Clark during Spirit of America.



William Clark (left) and Meriwether Lewis (right)

LESSON PLAN:

OBJECTIVES:

- ★ Learn the difference between codes and ciphers and how to create both.
- ★ Analyze and place the importance of espionage during the Revolutionary War in the context of the time period by understanding causes and effects.

Questions for Discussion

How are codes used in times of war?

How were codes used during WWII?
(Examples: Enigma Code, Navajo "code talkers")

How are codes used today?

ACTIVITIES:

Codes and ciphers have been used to protect written communication for centuries. In general, a code replaces words, phrases or sentences with groups of letters or numbers. Undercover operations officer 355 used the code of '727' for New York, '356' for letter and '711' for Washington. A cipher rearranges letters or uses substitutes to disguise a message.

Create Invisible Ink Secret Messages

- ★ Mix 4 tsp. of water with 2 T of cornstarch.
- ★ Stir until smooth.
- ★ Heat and stir over a hotplate for several minutes.
- ★ Dip a toothpick into the mixture and write a message on a piece of paper.
- ★ Let the paper dry.
- ★ Dip a sponge into a solution of 1 tsp. of iodine and 10 tsp. of water.
- ★ Carefully wipe the paper with the sponge. The message should turn purple.

CREATING THE CODES:

Have students create messages in the code below or in their own codes. Students can exchange messages to discover the secrets.

1. Write down your message in English. This is called "plaintext."

Example: I saw The Old Guard Fife and Drum Corps at Spirit of America.

2. Find the first word in a dictionary or book.
3. Write down the page number, column or paragraph number, and the Nth word down that column or into that paragraph.
4. Separate the numbers by a period.

Example: I = 656.1.1

Repeat steps 2-4 for every word in your sentence.

In some cases, you may have to add a prefix or suffix to the numbers

Example: CORPS = 301.1.14S

The finished cipher should look similar to the cipher below:

656.1.1 1 171.1.1 1360.2.21 925.2.29 585.2.9
492.1.5 50.1.9 301.1.14 S
84.2.9 1267.2.9 922.2.20 43.1.10

Remember to leave space between each of the numbers and be sure the person you're sending the message to has the same book!

For more information on creating your own ciphers, please visit the National Security Agency website at: <http://www.nsa.gov/kids/index.htm>

ASSIGNMENTS:

Nathan Hale's final words were, "I only regret that I have but one life to lose for my country."

Have students write an essay on what Hale meant and the importance of espionage to military and political operations during the Revolutionary War.

TYING IT ALL TOGETHER:

It probably wasn't long after human beings developed written language that they also began devising ways to keep writings secret. Although early codes were used for private communications, it became a more pressing need to conceal military secrets in wartime.

Encryption became more and more sophisticated through the centuries as advances were made in technology. Today encryption involves complex electronic methods based on intricate mathematics and extends far beyond use by the military. The widespread use of credit cards and electronic banking has made encryption a serious concern for everyone.



STAR SPANGLED BANNER

For many Americans, the War of 1812 was the "Second War of Independence." Few people remember the War of 1812 today, but the poem it inspired has become the national anthem of the United States and a source of inspiration and community for Americans in times of crisis.

During the war, the people of Baltimore were certain that the British would attack the city. Not knowing for sure when an attack would occur, they spent months preparing for it. Everything was made ready at Fort McHenry, built to guard the water entrance to Baltimore.

Major George Armistead, the commanding officer of Fort McHenry, desired "to have a flag so large that the British will have no difficulty in seeing it from a distance." Major Armistead got his wish when General John S. Stricker and Commodore Joshua Barney ordered two flags, made especially for the garrison, from Mary Pickersgill, a well-known flag maker in Baltimore. She worked relentlessly for six to eight weeks on the heavy, woolen flags, one of which was to be the largest garrison flag ever flown. It measured 30 feet high by 42 feet long. The other flag, called a "storm flag," measured 17 feet by 25 feet.



First known photograph of the Fort McHenry flag that flew during Cochrane's bombardment of Fort McHenry in 1814.

In August of 1814, fifty British ships sailed up Chesapeake Bay. After occupying Washington on August 24 and burning the Capitol, the White House and other public buildings, only Fort McHenry stood between the British Navy and the city of Baltimore, then America's third-largest city.

At 6:30 a.m. on September 13, 1814, Admiral Alexander Cochrane's ships began a bombardment of the fort. The ships fired a new weapon: a rocket that burned red when launched. Rockets whistled and burst into flame wherever they struck. Mortars fired 10- and 13-inch bombshells that exploded overhead in showers of fiery shrapnel. Major Armistead ordered his 1,000 troops to return fire, but their guns couldn't reach the enemy's ships. When British ships advanced later that afternoon, American gunners badly damaged them, forcing them to pull back out of range. All through the night, Armistead's men continued to hold the fort, refusing to surrender. That night British attempts at a diversionary attack also failed, and by dawn they had given up hope of taking



Painting by LTJG James Murray depicting Francis Scott Key penning the Star Spangled Banner as the bombardment of Fort McHenry plays out in the background.

the city. At 7:30 on the morning of September 14, Admiral Cochrane called an end to the bombardment, and the British fleet withdrew. The successful defense of Baltimore marked a turning point in the War of 1812. Three months later, on December 24, 1814, the Treaty of Ghent formally ended the war.

Because the British attack had coincided with a heavy rainstorm, Fort McHenry had flown its smaller storm flag throughout the battle. But at dawn, as the British began to retreat, Major Armistead ordered his men to lower the storm flag and replace it with the garrison flag. As they raised the flag, the troops fired their guns and played “Yankee Doodle” in celebration of their victory. Waving proudly over the fort, the banner could be seen for miles around—as far away as a ship anchored miles down the river, where an American named Francis Scott Key had spent the night.

A View of the Bombardment of Fort McHenry Print by J. Bower, Philadelphia, 1816. One of the soldiers who was in the fort during the 25-hour bombardment wrote, “We were like pigeons tied by the legs to be shot at.”

Georgetown lawyer Francis Scott Key had been asked to join Col. John S. Skinner, the U.S. government’s agent for dealing with British forces in the Chesapeake, to secure the release of an American civilian prisoner, Dr. William Beanes. On the morning of September 3, Key and Col. Skinner set sail from Baltimore aboard a sloop flying a flag of truce approved by President Madison. On the 7th, they found and boarded a British ship to confer with General Ross and Admiral Cochrane. At first they refused to release Dr. Beanes, but Key and Skinner produced a pouch of letters written by wounded British prisoners praising the care they were receiving from the Americans, among them Dr. Beanes. The British officers relented

but would not release the three Americans immediately because they had seen and heard too much of the preparations for the attack on Baltimore. They were placed under guard and later forced to wait out the battle behind the British fleet. Key thus became an eyewitness to the twenty-five hour bombardment of Fort McHenry.

Key had opposed the war, but as he watched the British Navy rain shot and shell on the little fort protecting the city of Baltimore, he found he cared very much about the outcome. By morning when the guns fell silent, Key struggled to see which flag was flying victory over Fort McHenry. The Army’s defense of Fort McHenry inspired Key to write a poem originally entitled “The Defense of Fort M’Henry” and set to the music of a well known song “To Anacreon in Heaven.” The song became very popular. By the 1890s, the military had adopted the song for ceremonial purposes, requiring it to be played at the raising and lowering of the colors. In 1917, both the Army and the Navy designated the song the “national anthem” for ceremonial purposes. A bill making “The Star-Spangled Banner” our official national anthem was passed by Congress and signed into law by President Herbert Hoover on March 3, 1931.

While Francis Scott Key’s song was known to most Americans by the end of the Civil War, the flag that inspired it remained an Armistead family keepsake. The flag changed hands a number of times before it ultimately found a permanent home at the Smithsonian Institution’s National Museum of American History. The whereabouts of the storm flag are not known.

WAR OF 1812 EXTRAS



One of the enduring symbols of America is that of Uncle Sam. His origins are somewhat obscure, but the most convincing story is that he was originally a Troy, New York, meatpacker named Sam Wilson. Sam Wilson was given a contract in 1812 to supply meat for the troops in New York and New Jersey. His firm put the preserved meat in wooden barrels and stamped them “U.S.” When the barrels reached the troops, some of whom were apparently from the Troy area, the troops supposedly remarked that the “U.S.” must stand for Uncle Sam! Ostensibly from these humble beginnings grew a character in nineteenth century political cartoons of a tall, bearded man dressed in striped pants and wearing a vest and star-spangled hat. James Montgomery Flagg would render this American symbol most powerfully in his 1916–1917 recruiting poster of a stern Uncle Sam pointing a finger at the viewer and stating, “I want you for the U.S. Army.”

LESSON PLAN:

OBJECTIVES:

- ★ Become acquainted with the national anthem and understand its importance as a national symbol.
- ★ Learn U.S. flag code.
- ★ Develop an understanding of patriotism and national identity.

ACTIVITIES:

- ★ Discuss what a national anthem is and why we have one.
- ★ Listen to national anthems of other countries.
- ★ Compare original British song with 19th century version.

Compare & Contrast

Samples of different versions of the National Anthem are available on several websites. Have students compare and contrast the versions.

<http://www.americanhistory.si.edu/starspangledbanner/mp3/song.anac.dsl.mp3>

<http://www.thenationalanthemproject.org/songsamples.html>

Ask students if they have ever wondered why the Star Spangled Banner ends in a question. Explain that it really doesn't. What we sing as our national anthem is actually just the first of four stanzas of the hymn. Examine all four stanzas of the song.

In the late 1800s, the Star Spangled Banner was variously criticized as too violent in tone, too difficult to sing, and, by prohibitionists, as basically a drinking song. Study the imagery the song presents and discuss how it compares to the imagery presented in *America the Beautiful*, a song Congress also considered as a national anthem. How does this imagery represent who Americans are as a country?

To contemporary Americans, the Armistead family's treatment of the Star-Spangled Banner—marking up the stars and stripes with signatures, cutting off pieces to give away as souvenirs—might seem strange or inappropriate, even though it was customary at the time.

Today an extensive set of rules, known as the U.S. Flag Code, defines the proper way to treat the American flag. But in fact, these rules and customs surrounding the flag date back only to the late 19th century and the Flag Code does not prescribe any penalties for noncompliance, nor does it include enforcement provision; rather the Code functions simply as a guide to be voluntarily followed by civilians and civilian

groups. Present the U.S. Flag Code to students and discuss flag etiquette during the national anthem and other occasions.

U.S. Flag Code is available at <http://www.senate.gov/reference/resources/pdf/RL30243.pdf>.

ASSIGNMENTS:

Prior to 1814, other American symbols were more prominent than the American flag. Early American gold coins for example, featured the eagle and the "Liberty Cap." While the Liberty Cap is scarcely recognized today, the American flag has grown in importance. The flag became "the primary symbol of American patriotism" after the War of 1812. The flag has continued to change over the years, but has remained a symbol of strength, resiliency and perseverance through days of challenge within our country. President Woodrow Wilson once said, "The things that the flag stands for were created by the experiences of a great people. Everything that it stands for was written by their lives. The flag is the embodiment not of sentiment, but of history."

Ask each student to select a version of the U.S. flag and research the symbolism of that flag and the experiences of people during that time period. Each student can present his/her flag to the class by explaining what symbols are represented on the flag, what events led to a change in the flag and what impact the flag had on national identity in the U.S. during that time period. Students can create replicas of their flags to be hung around the classroom, creating a timeline of the flag's evolution.

TYING IT ALL TOGETHER:

Although its events inspired one of our most famous national songs, the War of 1812 is itself a relatively little known war in American history. Despite its complicated causes and inconclusive outcome, the conflict helped establish the credibility of the young United States among other nations. It also fostered a strong sense of national pride among the American people, and those patriotic feelings are reflected and preserved in the song we know today as our national anthem and in our red, white and blue flag.

Star Spangled Extras

Some people ask Soldiers why the flag they wear on their shoulders is "backward." The Army actually has two authorized flag patches, one to be worn on the left shoulder, with the canton (the rectangle with the stars) facing left, and another "reverse field" patch worn on the right, with the canton facing right.

The two different orientations are mandated because Army regulations call for the flag to be worn so that to observers, it looks as if the flag is flying against a breeze. This is a reflection of the U.S. Army's early history, when wars were fought as a series of carefully choreographed battles — two armies meeting on a field, clashing head-on until one side emerged victorious. In those battles, both mounted cavalry and infantry units would always designate one soldier as "standard bearer," to carry the Colors into the fight. As the standard bearer charged, his rapid forward momentum would cause the flag to stream back. And since the flag is mounted with the canton closest to the pole that section would always be forward.

So if a soldier is charging into the battle, the flag would give the appearance of forward motion. For the right shoulder, the flag only appears "backward."

★ THE AMERICAN CIVIL WAR ★

A SOLDIER'S JOURNAL

The following is from the handwritten record of Corporal Horace Hopkins' military service in the Civil War:

One of our leading Generals once said, "War is Hell." And from what I experienced during my brief enlistments, leads me to believe he was not far from right.

Being of a young and tender age at the outbreak of the Civil War, I could not pass muster, but living the hope that I would be able to take a part before it closed. On June 22, 1863, that hope was realized. I enlisted in Co. E, 4th Independent Battalion, Ohio Cavalry, for 6 months (or sooner shot as we used to say at that time).

The battalion was organized with 5 companies and mustered into the Service at Camp Dennison, Ohio, in September 1863. We then got orders to go to Covington, Ky., where we drew our horses and all necessary arms and equipment. Then we had a week's practice in drill and other duties incident to a cavalry camp at the front. How the wave of patriotism rolled across our manly breast, (we were all men in our estimation) as we strutted around camp with our new belts and sabers with a large .45 Cal Colt revolver on our side, like so many young turkey gobblers. At last came marching orders. All kinds of rumors were rife as to our destination. One young fellow (Sammy Keech) made it his business to ask Major Wheeler the commander, where we were going. What the major told him was enough to make him understand that it was none of his business, but added, "you stay with your company and you will find out when you get there."

Our destination proved to be Cumberland Gap in the extreme S.E. part of Kentucky, which we reached after a week of hard marching. Hard in more than one sense of the word. To those not accustomed to riding horseback and especially the hard cavalry saddle, has but a faint idea of our suffering. It was next to impossible to sit down with anything like comfort for a long while, until our basements got hardened. By the time we got through in 1865 a mule could not faze us with his most vicious kick.

Arriving at Cumberland Gap we were allowed a few days rest for our horses. We put in our time roaming around as far from camp as we were allowed to go. Being in the fall of the year we spent most of our time gathering chestnuts of which there was an unlimited supply. Chickens being ripe but rather scarce we gathered in a few of them to keep the rebels from getting them for their army...But to be brief, we soon went on a scout up the Powell Valley to Honesville Court House, where we captured some 12 or 15 of the leading rebels of the place, burned the court house and destroyed other Confederate property, and returned to the Gap with loss of 3 men captured. The remainder of our time was occupied in scouting and guarding government goods and picket duty until late in December.

Then we were ordered to Richmond, Ky., to do provost duty. Stayed there until February 1864, where I re-enlisted in the 13th O.V.C. (Ohio Volunteer Cavalry) for 3 years or during the war. I was then granted a furlough for 30 days to visit home and friends.

But I had no loving mother or fond father to welcome me home. How I envied the boys who had, yet I had a place I called home and a host of friends. After spending my 30 days as best I could, I boarded the train from Columbus where my new regiment was organizing, or rather Camp Chase, 4 miles westward of the city...On May 5th, '64, we got orders to pack up and be ready to march at 6 next morning. And all was hustle and excitement as we were led to believe we were going out on the frontier to relieve the 11th O.V.C. whose time was up the month of May.

We marched to Columbus and there boarded a train; imagine our surprise when we were under way and found we were headed for the Army of the Potomac instead of the Western plains. Arriving at Pittsburgh we unloaded and marched to the city hall and had a fine dinner. The last good homelike dinner many poor fellows ever had. Marched to Pennsylvania Central depot and boarded the train for Washington, D.C., passing through a beautiful country and fine scenery over the Allegheny Mountains around the famous Horse Shoe bend, through Harrisburg and Baltimore to Washington. Went into quarters near the B+O depot Sunday May 15, left the barracks, marched down Pennsylvania Avenue to the long bridge, across the Potomac into old Virginia, in rain and mud ankle deep...

Hopkins journal ends soon after this last entry though he continued to fight in the Civil War until he was discharged from the Army in July 1865.

CORPORAL HORACE HOPKINS

Corporal Horace Hopkins lived from 1845 to 1922. His military record began on June 22, 1863, when he enlisted to serve six months in Company E, 4th Independent Battalion, Ohio Volunteer Cavalry in Cincinnati. He reenlisted twice during the course of the war.

Hopkins was involved in the "Morgan Raid" and fought in battles at Hanover Court House, White House Landing, Charles City Court House, Boyton plank road, Weldon Railroad, Assault of Petersburg, Ream's station, Preble's farm, Poplar Spring church, Hatcher's Run, Southside Railroad, Dinwiddie Court House, Amelia Springs, Sailors Creek and Appomattox.

Hopkins was severely wounded by a gunshot in the left hip and confined to the hospital until he recovered and rejoined his regiment before the Battle of Petersburg. Hopkins was mustered out of the service at Amelia Court House, Va., on July 4, 1865, and honorably discharged from the Army a week later in Columbus, Ohio.



Crippled locomotive after a Civil War battle.

LESSON PLAN:

OBJECTIVES:

- ★ Understand how Veterans have shaped American history.
- ★ Analyze the effects that the Civil War had upon the lives of Soldiers and civilians.
- ★ Use maps to find the locations of Civil War battles and identify which states belonged to the Union and which states belonged to the Confederacy.
- ★ Recognize the importance of recording personal histories for use by future generations.

ACTIVITIES:

Make copies of the excerpt from Hopkins' journal. Have students read and discuss the language of the time period and humorous accounts of his service included in the selection. Discuss reasons why Hopkins and other Soldiers wanted to serve during the war.

Invite a local Civil War reenactor to visit the classroom to answer questions about life during the Civil War.

Invite a local WWII, Korean, Vietnam, Operation Desert Shield/ Desert Storm, Operation Enduring Freedom or Operation Iraqi Freedom Veteran into the classroom to speak about his/her war experiences.

Questions for Veterans

How did you become involved in the War?

How did your experience of the war compare to your expectations of war?

What are some details about your job during the war?

ASSIGNMENTS:

Students can create maps, marking the major battles of the civil war and the battles that Hopkins experienced.

Use dates with the names of the battles so that students can better understand how the war progressed.

Have students interview a family member, neighbor or family friend who has served in the military. Compare and contrast his or her experience with that of Hopkins' experience during the Civil War.

Have students design and send individual notes, cards or posters to hospitalized Veterans or those living in veterans homes.

TYING IT ALL TOGETHER:

There are 24 million Veterans living in the United States. By engaging in discussion about these crucial members of our society, students will be able to hear from and about those who helped shape American history.

Students will learn more about the price brave service members have paid to defend the nation and ultimately be able to personalize the history of the United States.

AMERICA & WORLD WAR I

THE STARS AND STRIPES

During World War I, American Soldiers were dispersed throughout Europe, often mixed at the unit level with British, French and Italian forces. In an effort to provide the troops with a sense of unity and an understanding of their part in the overall war effort, the American Expeditionary Forces (AEF) of the United States Army published a weekly newspaper *The Stars and Stripes* from Feb. 8, 1918, to June 13, 1919, in France.

General John J. Pershing endorsed the newspaper on the front page of the first issue:

“The paper written by the men in the service, should speak the thoughts of the new American Army and the American people from whom the Army has been drawn. It is your paper. Good luck to it.”

The Stars and Stripes had the appearance of a hometown newspaper with a layout typical of the American newspapers of the day. It had wide columns, “all-caps” headlines and a lot of illustrations. The Stars and Stripes editorial staff assigned to the paper was composed mostly of enlisted men, including several career journalists from publications like the New York Times, the Washington Post and Good Housekeeping.



In its eight pages, The Stars and Stripes featured news from home, sports, poetry and cartoons. Although The Stars and Stripes began with an initial printing of 1,000 copies, readership grew to a circulation of 526,000 readers in one year.

The staff used a network of trains, automobiles and motorcycles to deliver the newspapers. In addition, more than 200,000 copies were delivered to military bases and individual subscribers in the U.S.



The Stars and Stripes documents the experience of Soldiers during WWI. Although articles had to be submitted to military headquarters before they could be published in the paper, examining the news articles reveals what Soldiers actually read about military battles and campaigns during the last year of the war. The Stars and Stripes also reveals the interests and concerns of American Soldiers during wartime and how Soldiers responded to news from home.

Very few original issues of The Stars and Stripes exist because of difficulty in acquiring and preserving newspapers during the conflict. The Library of Congress does maintain a microfilm copy of The Stars and Stripes available in an online collection.

WORLD WAR I EXTRAS

In addition to ordering that The Stars and Stripes be published, General John J. Pershing also ordered the creation of The U.S. Army Band, which students will see perform during Spirit of America.

Women were first recruited as members of the armed services in World War I. More than 35,000 served in roles ranging from nurses to telephone operators to clerks. It was the first war in which American women served overseas.

The Library of Congress online collection of The Stars and Stripes:

<http://memory.loc.gov/ammem/sgphtml/sashtml/>

LESSON PLAN:

OBJECTIVES:

- ★ Recognize that WWI was a worldwide struggle and identify the countries involved.
- ★ Compare WWI news articles about battles to recent news articles, analyzing the differences in style, perspective and language.
- ★ Recognize the main reasons why war broke out in 1914.

ACTIVITIES:

Organize a class newspaper or newsletter using The Stars and Stripes as inspiration.

Poetry & The Stars and Stripes

381 poems were printed in The Stars and Stripes. Review poetry terms and discuss the types of poems featured in The Stars and Stripes.

- ★ What rhyme patterns were used?
- ★ Was the language formal or informal, humorous or sentimental?
- ★ Were the topics light or serious?

Pick an event during WWI (battles, home front events). Browse issues of The Stars and Stripes around the time of the event and create a timeline for a one month period before and after that event to understand what life was like for Soldiers.

Divide the class into two groups - Allies and Central powers. Each group should prepare a chart with the following headings:

- ★ Military objectives
- ★ Strengths and weaknesses of the alliance upon entering the war
- ★ Strategies and methods of warfare employed
- ★ Methods of controlling wartime production

ASSIGNMENTS:

Pick a WWI battle and from the viewpoint of a Soldier, write in news article format about the battle, including dates, places and details.

Find a cartoon featured in The Stars and Stripes and write an essay explaining its significance.

Research the events that started the war. Was Germany to blame for starting the war? Discuss and prepare for a debate.

TYING IT ALL TOGETHER:

Students will understand citizenship by understanding how citizens of all ages, families and businesses pitched in to help the fight abroad. Through analysis of The Stars and Stripes, students can experience the thoughts and feelings of Soldiers during WWI.

AMERICA & WORLD WAR II

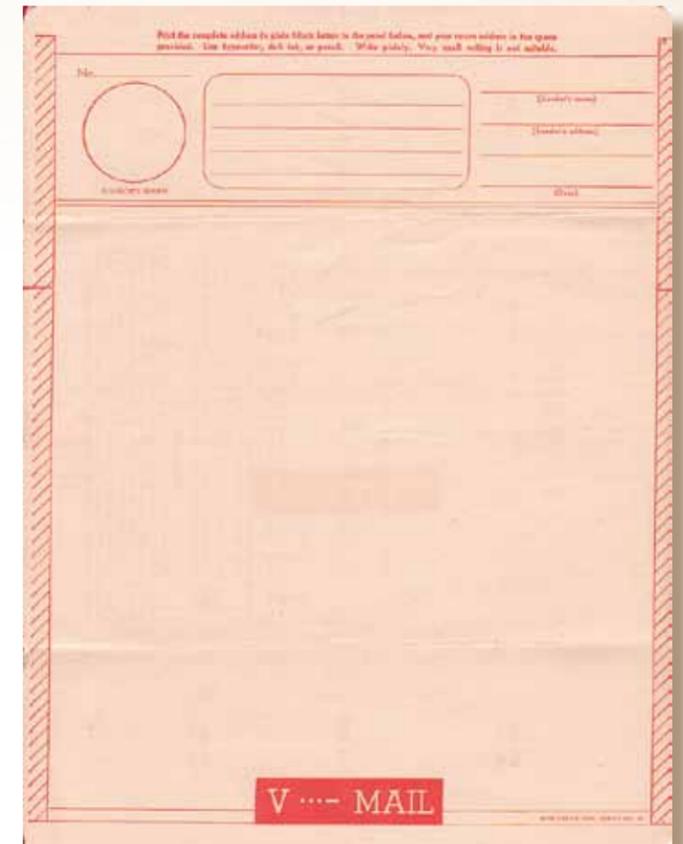
V-MAIL

During WWII, Victory Mail (V-Mail) was a valuable tool for the military and considered a patriotic duty for those on the home front. The process, which originated in England, was the microfilming of specially designed letter sheets. During the war, valuable shipping space was needed for war materials. The thirty-seven mail bags required to carry 150,000 one-page letters could be replaced by a single mail sack. The weight of that same amount of mail was reduced dramatically from 2,575 lbs to just 45 lbs. Instead of using valuable cargo space to ship whole letters overseas, microfilmed copies were sent and then “blown-up” at an overseas destination before being delivered to military personnel.

Blue striped cardboard containers held V-Mail letter forms, which were a combination of letter and envelope. The user wrote a message in the space provided, added the name and address of the recipient, folded the form into an envelope, affixed postage if necessary and mailed the letter. V-mail correspondence was reduced to thumbnail size on microfilm. The rolls of film were sent for developing at receiving stations near the recipient.

Individual copies of the letter sheets were reproduced about one quarter the original size, and the miniature mail was then delivered to the addressees.

The first large Army operated V-mail station overseas was opened on April 15, 1943, in Casablanca, North Africa. Hastily set up in a field following the Allied invasion of North Africa, this makeshift station continued to operate until Sept. 15, 1943. Between June 15, 1942, and April 1, 1945, approximately 556,513,795 pieces of V-mail were sent from the U.S. to military post offices and over 5 million pieces were received from military personnel abroad.



T-SHIRTS

During WWI, American Soldiers sweated and sweltered in their wool uniforms while their European counterparts could easily shed their overcoats to become more comfortable in their lightweight cotton undershirts. The American Soldiers called them “T-shirts” due to their shape. By WWII, the American military had fully adopted T-shirts as standard issue for the Army and Navy. The shirt was originally to be worn as undergarments under uniforms and designed to keep the body cooler in battle. In the 1940’s it wasn’t considered polite to be seen in public wearing underclothes, but due to the circumstances of war it was allowed. It became increasingly common for Soldiers to wear just their trousers and T-shirts on hot days. Newspaper and movie news photographers often took pictures of Soldiers in just uniform pants and cotton T-shirts. When they returned home, service members made the T-shirt a staple in their wardrobes. At the end of WWII, T-shirts were used in presidential campaigns to advertise slogans and made increasingly popular by John Wayne, James Dean and other celebrities.



WORLD WAR II EXTRAS

“Tuskegee Airmen” refers to all who were involved in the “Tuskegee Experiment,” the Army Air Corps program to train African Americans to fly and maintain combat aircraft. The Tuskegee Airmen included pilots, navigators, bombardiers, maintenance and support staff, instructors and the personnel who kept the planes in the air. The Tuskegee Airmen overcame segregation and prejudice to become one of the most highly respected fighter groups of WWII.

LESSON PLAN:

OBJECTIVES:

- ★ Understand the typical experiences of U.S. Soldiers serving abroad and citizens at home.
- ★ Analyze rationing and what life would be like without some of the everyday things we take for granted.
- ★ Understand military experiences and how they fostered American identity and interactions among people of diverse backgrounds.

ACTIVITIES:

Discuss the concept of rationing. Make a list of the items rationed during the war. Create a timeline to show when items became scarce.

Discuss racism and segregation during the time of WWII.

Discuss how lines of communication have changed from V-Mail to e-mail and what effect communication has on those serving overseas.

Discuss the impact that T-shirts have had on society with advertising and slogans.

ASSIGNMENTS:

Using V-mail was considered a patriotic duty for Soldiers and citizens during WWII. Ask students to write about how people today display their patriotism.

Challenge students to attempt a day without something from the list of rationed items. (For example: a day without sugar, chocolate, gas). Have them write about their experience.

Collect recipes from the WWII time period that reflect substitutions as a result of rationing or have students create their own recipes that include substituted ingredients. Create an advertisement for the substitute product that encourages people to use it and at the same time help their country.

TYING IT ALL TOGETHER:

Guns, tanks and bombs were the principal weapons of World War II, but those on the home front did their share of the work as well. Women and African Americans began working in factories and on assembly lines that produced guns, tanks and battleships. Rationing and sending letters via V-mail became a patriotic duty and assisted with the war effort. Discuss patriotism and citizenship in America today.

Tuskegee Airmen Pitch

Assign students to develop a pitch for a movie about the Tuskegee Airmen. Have students present their pitches to the class along with a movie poster advertising their film.

- ★ What accomplishments and struggles would the movie cover?
- ★ How would students handle the racial tensions and discriminations that existed in the U.S. at that time?
- ★ What kind of reaction to the film do students think moviegoers would have?

THE KOREAN WAR

FAR FROM HOME



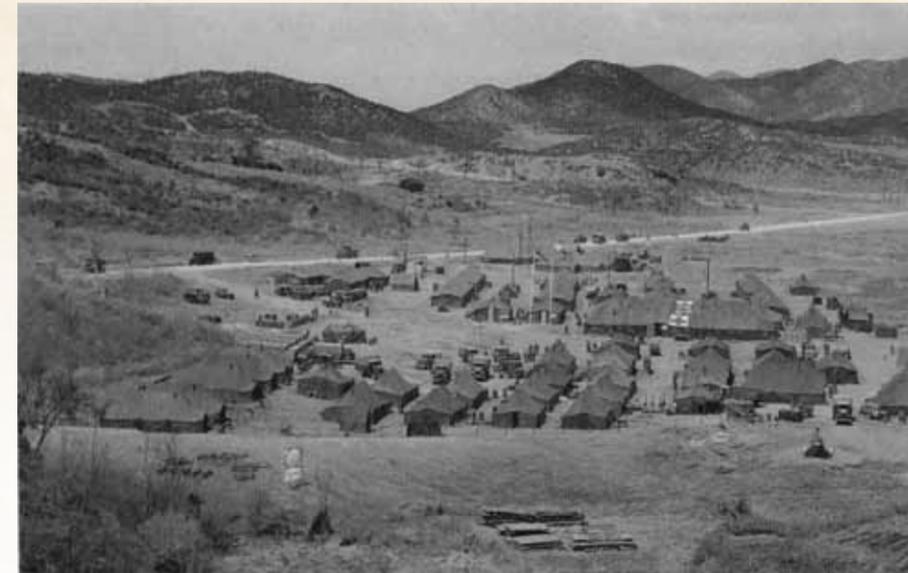
probably started with comic strips – Peanuts had just been introduced – and a new faster breakfast of cereal like Sugar Pops or Frosted Flakes. Part of his day might have been spent watching “The Lone Ranger,” “Mr. Wizard,” “The Roy Rogers Show,” or “I Love Lucy” on a new \$300 television set.

Before going out on a Friday night, he might have used a gel called Brylcreem to perfect his hair. In the car, the radio would provide some entertainment with Tony Bennett, Perry Como, Dave Brubeck, Hank Williams, Patti Page or Nat King Cole.

Drive-in restaurants were popping up all over the country, bringing food right to the car door or they could try one of the McDonald brothers’ new fast-food stands. After dinner, Soldiers might have gone to the movies where tickets were 50 cents. Depending on the time of the year, many of the choices included films by Bette Davis, Humphrey Bogart, Gene Kelly and Gary Cooper. If he had taken a date, she would probably have to be home by ten. But home by ten no longer applied to the Soldier in the faraway country of Korea missing home.

The Korean War is often called the Forgotten War. It came only five years after the end of WWII and at the beginning of a decade of tremendous change at home. By understanding the world situation and the culture of the U.S. at the time the war began, it will be easier for students to understand the experience of Soldiers serving abroad during the time of the Korean War.

Household amenities changed a lot from the time a Soldier was born until the start of the Korean War. By the time a Soldier left for Korea, his home probably had a flush toilet, an electric clothes washer and a telephone. Mornings



45TH Mobile Army Surgical Hospital (MASH)

KOREAN WAR EXTRAS

History’s first all-jet air battle took place during the Korean War when North Korean MiG-15s engaged U.S. F-80C’s on November 8, 1950.

The 38th Parallel is not a physical barrier. It is a line of latitude and around it is the demilitarized zone in Korea. The demilitarized zone consists of a mile-wide area that extends across 487 square miles. It continues to be the focus of military attention today.

Women in the Korean Women’s Army fought on the frontlines with their fathers and brothers during the Korean War.

Helicopters played an important role in wartime medical care by evacuating wounded Soldiers to and from Mobile Army Surgical Hospital (MASH) units and helped save many lives.

Serious shortages of nurses made the Korean War the first time women were summoned to military duty rather than volunteering for it.

In 1951, General Matthew B. Ridgway asked for and received permission to end segregation in the Army. By October 1953, the Army had integrated ninety-five percent of its troops.

LESSON PLAN:

OBJECTIVES:

- ★ Understand the world situation and the culture of the U.S. at the time of the Korean War.
- ★ Recognize the end of segregation in the Army during the time of the Korean War.
- ★ Identify how Mobile Army Surgical Hospital (MASH) units helped to provide care for wounded Soldiers in the field.

ACTIVITIES:

Discuss concepts of racism and segregation and how the Army became an unlikely civil rights leader.

Discuss the technology that improved the ability to save lives on the battlefield during the Korean War – helicopters, MASH units – and how technology continues to save lives on the battlefield today.

ASSIGNMENTS

President Harry S. Truman once said that entering the Korean War was the toughest decision he had to make as president. Discuss Truman's decision as a class. Break students into groups to debate the difficulties of Truman's decision.

Korea, known as the "land of the morning calm", can trace this name back to the ancient Korean dynasty of Koryo (918-1392 AD). Have students research the history of Korea and write a paper discussing why the country's history has been far from calm.

TYING IT ALL TOGETHER:

Students hear about global issues every day through a variety of media. Understanding those issues though is often a difficult and complicated task. When students understand the history of a divided nation, they become more knowledgeable in their analysis of current news issues. As a class, discuss the causes and results of Korea's division and current political issues.

THE WAR IN VIETNAM

HISTORY IN PHOTOGRAPHS

During the Vietnam War, the American press had almost unlimited access to U.S. military operations in Southeast Asia. They had the ability to interview troops, political leaders on all sides and to cover most military operations as they happened.

As a result, the war in Vietnam has been described as the war America watched from their living rooms. Images of America's sons and daughters fighting in a war on the other side of the world appeared daily on televisions and in newspapers.

The war was also documented by the military's own photographers. The job of the military photographers was not only to document the war, but also to capture images for historical record.

As these photographers covered the war, they covered a variety of people and circumstances including combat missions, GIs, support personnel, medical units, and visits by dignitaries, politicians and entertainers. While they may have been there to provide visual documentation of operations, equipment and personnel, their photographs tell a story. It is a story about the young men and women who served their country.



VIETNAM EXTRAS

On June 8, 1983, General Edward C. Meyer, the U.S. Army chief of staff said that he would oppose sending American combat forces to El Salvador. Drawing on his two tours of duty in Vietnam, the General said, "I realize that unless you have the commitment of the people, of the indigenous forces, you're not going to solve a guerrilla war." He also argued that "you can't send Soldiers off to war without having the support of the American people."

Two-thirds of the men who served in Vietnam were volunteers; two-thirds who served in World War II were draftees.

7,484 American women served in Vietnam.
6,250 were nurses.

79% of the men who served in Vietnam had a high school education or higher degree when they entered the military service.

LESSON PLAN:

OBJECTIVES:

- ★ Explore the role of photojournalism in relaying news stories.
- ★ Develop an awareness of the ways in which public perception is influenced by media.
- ★ Examine photographs and be able to write clear and concise captions.
- ★ Identify how photographs can help people understand the consequences of war.

ACTIVITIES:

Many photos from the Vietnam era can be found online.

-View photographs and ask students to create lists of the people, objects and actions in the photograph.

-After a few minutes, ask students to share with the class what they saw in the photograph. Ask students:

- ★ What can you infer from the photograph?
- ★ What questions does this photograph raise in your mind?
- ★ Where might you be able to find answers to your questions?
- ★ How might you categorize this photograph?
(Battle tactics, weapons, tanks, or jungle warfare)

-Have students create a caption for the photo.

-Review the photographs then have students think about the following quote from Chuck Cook. Discuss as a class.

Photographer Chuck Cook, described the mission of the photographers as follows:

“What the photographers did was worth doing-- maybe not for the reasons the military said. They just felt that what the Soldiers were going through was worth saving.”

After discussing the events of the war, evaluate how the Vietnamese and Americans experienced the Vietnam War and how the war continued to affect postwar politics and culture.

ASSIGNMENTS:

Have students do research to answer the questions they had about a photograph.

Students should create a presentation about the photograph and the general topic. The presentation should include the photograph, an overview of the research completed and the caption they created based on their research.

Following the presentations, lead the class in a discussion on the foreign and domestic consequences of the U.S. involvement in Vietnam.

Assign students to pick a collection of pictures and create a museum exhibit that will help people understand the foreign and domestic consequences of the U.S. involvement in Vietnam. Students should write an exhibit script that incorporates all of the photographs. As students share their exhibits, discuss how they compare or differ.

TYING IT ALL TOGETHER:

In a time of 24 hour news coverage and easy access to the internet, people are bombarded with images and videos. How do images impact America's perspective of war? Are there images that have become associated with current military operations?

Vietnam War Photo Sources:

The Center for Military History Online

<http://www.history.army.mil/art/A&I/Vietnam/VN-Inf.htm>

<http://www.history.army.mil/photos/Holiday/vietnam.htm>

The National Archives

<http://www.archives.gov/education/lessons/vietnam-photos/#documents>

★ OPERATION DESERT SHIELD/STORM ★

A TIMELINE

In 1990, when Saddam Hussein's forces invaded Kuwait, President George H.W. Bush requested the United Nations forces defend the small, oil-rich state. When Iraqi forces did not withdraw from Kuwait in early 1991, a UN-sponsored force forced the Iraqis out of Kuwait with six weeks of bombing and a ground invasion that lasted three days.

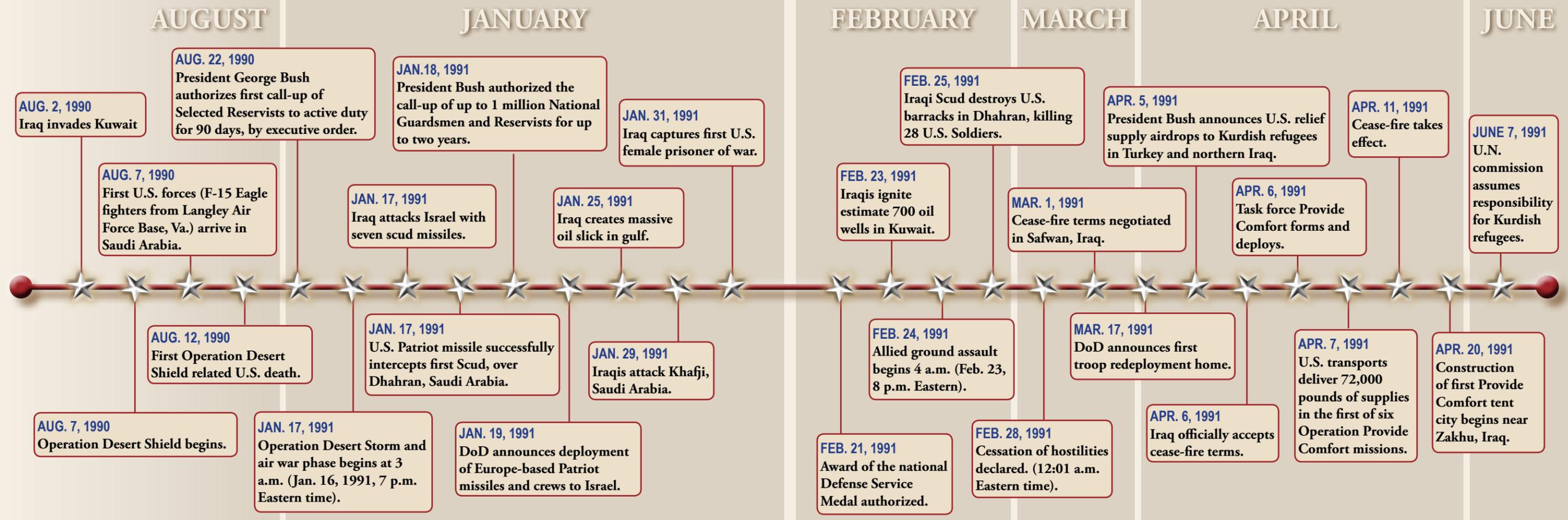


Soldiers move to and from a UH-60 Black Hawk during Operation Desert Shield



This first interceptor executed the first successful engagement of a SCUD missile in Operation Desert Storm on Jan. 17, 1991.

OPERATION DESERT SHIELD/STORM



LESSON PLAN:

OBJECTIVES:

- ★ Understand the diplomatic strategies to resolve international conflicts prior to the use of military power. (Diplomatic, Economic, Informational, Military)
- ★ Identify ways to conserve energy.
- ★ Analyze how military technology has changed and the ways it has changed war.
- ★ Demonstrate the ability to organize information into a timeline.

ACTIVITIES:

Study and discuss the U.N. resolutions passed and the economic sanctions imposed against Iraq prior to Operation Desert Shield/Storm.

Create a class timeline using the events of Operation Desert Shield/Storm and other events from that time period. Ask students if they know anyone who served in Operation Desert Shield/Storm. Add the experiences of these service members to the class timeline.

Discuss the oil embargo of the 1970s and point out that people's fears about oil prices have roots in history.

Find the locations of the world's oil reserves on a map. Ask students about ways the U.S. could be less dependent on the Middle East and other nations for our energy needs. How can students help their families to conserve energy?

Supply and Demand Exercise

-Acquire a large bag of candy that contains five pieces fewer than the number of students in class.

-Start offering a candy to each student for one imaginary dollar.

-Announce to the class that the supply is looking short.

-Discuss the following:

- ★ What if this were real money and real transactions?
- ★ Would you be willing to pay more to ensure you got some of the scarce product?
- ★ Do you think the seller would charge more to make up for lost profit due to the shortage?
- ★ What if this situation involved something necessary to your life, for instance oil?

ASSIGNMENTS:

Allow students to choose a military technology used during Operation Desert Shield/Storm. Have students research how those technologies have changed since the 1980s and how those changes impact Soldiers in the field. Examples of choices could include: reliance on airpower, night vision goggles, satellite surveillance, remote operated drones (air attacks).

Discuss with students how media had changed from the early 1980s to the start of Operation Desert Shield/ Storm. How does the constant flow of information change the American people's knowledge and perspective on military operations? Have students write papers discussing the influence of cable news networks, 24-hour coverage, satellite interviews, internet blogs and digital cameras.

TYING IT ALL TOGETHER:

Timelines can reveal history's unfolding by putting dates into perspective for students. Creating a timeline based on Desert Shield/ Desert Storm can help students understand when Desert Shield became Desert Storm, and the events that led to both.

★ SEPTEMBER 11, 2001 ★

RECORDING HISTORY



The American Flag, draped over the wall of the Pentagon by firemen and military personnel on the day after the Sept. 11th terrorist attack, is lowered on Oct. 11, 2001. The ceremonial lowering, exactly one month after the terrorist attack, was performed by a team of U.S. Army soldiers from the Military District of Washington.

On September 11, 2001, the Soldiers of the 1st Battalion from the 3rd U.S. Infantry Regiment (The Old Guard) responded to one of the most devastating attacks on the nation in our history.

Two hijacked airliners were flown into the twin towers of the World Trade Center in New York City, causing their collapse. A third airliner was plunged into the Pentagon and a fourth aircraft, thought to be headed on a suicide mission to the White House, crashed into a field in Pennsylvania after its passengers attempted

to regain control from the hijackers. Not since Pearl Harbor on Dec. 7, 1941, had the United States been attacked with such devastating results.

Soldiers of the 1st Battalion, The Old Guard from Fort Myer, adjacent to the Pentagon, were able to hear and some witnessed the airliner plowing into the building. The crash was also heard by the Soldiers of Company A at Fort McNair across the Potomac River in Washington, DC. The response from The Old



Soldiers from the Military District Washington respectfully fold the American Flag that draped the Pentagon after the September 11th attack.

Guard was immediate by the troops at both posts. Long studied contingency and hastily prepared on-the-spot plans went into effect.

The Soldiers assembled and prepared for their varied missions with calm professionalism under the confident leadership of their officers and noncommissioned officers and were among the first to arrive on the scene of the attack. Whether they performed force protection duties, did search and rescue or recovery at the Pentagon attack site or provided communications, medical and other support, the performance of every member of the unit added to the proud heritage of the Regiment. This description is from a U.S. Army news report:

“The Soldiers wore face shields, protective breathing masks and white biological protection garments... dust and soot covered their yellow protective boots. And they faced the grim task of sifting through the rubble to recover the remains of victims.”

For several months after the attack, in addition to its ceremonial duties, The Old Guard was heavily tasked in support of Operation Noble Eagle, the domestic military operation initiated to facilitate homeland defense in the new Global War on Terrorism in which the country was now involved.

9/11 EXTRAS

As The Old Guard Soldiers were making final preparations to bring Spirit of America to Columbus, Ohio, the terrorist attack on the Pentagon required them to devote their full attention to assisting the recovery operation. As a result, the 2001 performances of Spirit of America were cancelled.

LESSON PLAN:

OBJECTIVES:

- ★ Record a history of Sept. 11, 2001, and its impact on the world.
- ★ Compare and contrast different points of view reflected in individual accounts of history.
- ★ Recognize the range of artifacts collected and preserved so future students may understand historic events.

ACTIVITIES

-Discuss what students remember about Sept. 11, 2001.

-Discuss why it is important to record history and why historians write history. Include in the discussion examples of first and second primary sources.

-Discuss the analysis process of primary sources.

- ★ Who said it?
- ★ What was the person's relationship to the event?
- ★ When was the primary source written or recorded?
- ★ Is there evidence of bias?
- ★ How does the object belong or relate to an event?

ASSIGNMENTS

Have students gather images they remember associating with events of September 11th.
(*Photos of damaged fire equipment, mangled remains of the towers, survivors.*)

Discuss with students why these images should be preserved. Help students understand why these sources help historians and future generations understand the event.

Have students complete the 9/11 interview exercise.

9/11 Interview Exercise

-Ask students to interview at least one person who remembers the events of September 11th.

-Choose an interview medium appropriate for the student's grade level. Include the following questions in the interview:

- ★ Where were you?
- ★ How did you learn about it?
- ★ What do you recall most vividly?
- ★ Do you think it is important to remember the details of that day? Why?
- ★ How was your life impacted and changed by the attacks of September 11?

-Collect and review the interviews.

-Choose four different excerpts from different perspectives.

-Present these four examples to the class.

-Have the class create lists of the major similarities and the major differences.

-Discuss why and how perspectives of the same event could differ.

TYING IT ALL TOGETHER:

Primary sources provide firsthand, real perspectives related to events in history. Students should understand what someone could learn from the interviews they conducted and what other information historians would need to write a history of the September 11 attacks. They should also realize the limitations and biases of historical record and the evolving nature of historical interpretation.

★ OVERSEAS CONTINGENCY OPERATIONS ★

THE OLD GUARD DEPLOYS



The Old Guard's SGT Max Weinstock, waits as members of the Uganda People's Defense Force (UPDF) prepare to plot and identify terrain features on a map during a squad competition at Forward Operating Location Kasenyi in Uganda in April 2008.

On Nov. 12, 2003, the 2nd Battalion, 3rd U.S. Infantry Regiment (The Old Guard) deployed to Iraq with the 3rd Brigade (Stryker), 2nd Infantry Division to begin a tour of duty in support of Operation Iraqi Freedom. This was the first deployment of an element of The Old Guard since the Vietnam War. Operating first in the dangerous Sunni Triangle area under command of the 4th Infantry Division, The Old Guard Soldiers relieved troops from the 101st Airborne Division in January 2004 in northern Iraq. The 2nd Battalion began redeployment back to the United States in October 2004.

Another historic event occurred on Dec. 15, 2003, when Company B (Bravo Company) of the 1st Battalion, 3rd U.S. Infantry Regiment (The Old Guard) deployed from Fort Myer, Va., for duty in the U.S. Central Command area of operations in support of Combined Joint Task Force-Horn of Africa and Operation Enduring Freedom. This was the first deployment of The Old Guard's 1st Battalion since the Second World War.

Company B, also called Task Force Bravo and Team Battlehard, arrived in the U.S. Central Command area of operations to take up duty in Djibouti on the Horn of Africa Dec. 17, 2003. This small African country has become an important military hub in the horn of Africa for the United States. Close to Somalia, Ethiopia, and across the Red Sea and the Gulf of Aden from Yemen, Djibouti has allowed the U.S. to build a new command center, as thousands of U.S. troops gather there for the War on Terrorism.

Based at Camp Lemonier, The Old Guard's missions in the region included force protection to civil affairs and engineer personnel, engaging in joint operations with other U.S. and regional military forces and constant training to stay prepared.

In their first two weeks in Djibouti, Bravo Company engaged in helicopter training in the airfield, fired and zeroed weapons on ranges and provided security at a local humanitarian site. Christmas Day found The Old Guard at a local infants' orphanage holding and feeding babies and in a mountainous region of rural Djibouti on its first mission as part of the Combined Joint Task Force-Horn of Africa.

"What we're doing here is important, hands down," said Bravo Company Commander Capt. Michael Trotter about their deployment. "If there's one thing I've learned, or I continue to learn every day we are here, it is that this is the Global War on Terrorism. What we're doing here is going to prevent your kids and your kids' kids from having another 9/11."

Old Guard Soldiers provided assistance to the Djibouti City area after an April flood that left thousands homeless and more than 50 dead. They also were part of Tactical Recovery of Aircraft and Personnel missions, which are airborne combat rescue missions launched in conjunction with Marine flight units. Part of Bravo Company even spent two months aboard the USS Wasp, a World War II-sized aircraft carrier engaged in tactical missions and training. This was the first time part of The Old Guard had been deployed to sea for tactical missions.

Soldiers of Bravo Company also established a temporary facility called Camp United in Ethiopia and varied missions took Old Guardsmen to other countries in the region. Team Battlehard redeployed back to Ft. Myer, Va., in July 2004 rejoining the rest of The Old Guard to perform official Army ceremonies and safeguard the nation's capital.

THE OLD GUARD DEPLOYS TO IRAQ

In September 2009, Company C (Charlie Company) of the 1st Battalion, 3rd U.S. Infantry Regiment (The Old Guard) deployed for 12 months to Iraq in support of Operation Iraqi Freedom.



Soldiers of C Company, 1st Battalion, 3rd U.S. Infantry Regiment (The Old Guard) were greeted as they arrived at Joint Base Andrews, Md., upon returning from a 12-month deployment to Taji, Iraq, in support of Operation Iraqi Freedom.

For more information about The Old Guard's history and recent deployments, please visit www.army.mil/oldguard.

LESSON PLAN:

OBJECTIVES:

- ★ Define terrorism and what determines a terrorist.
- ★ Understand the impact of terrorism on the United States and evaluate the methods used to deal with terrorism.
- ★ Discover ways to support and encourage Soldiers.

ACTIVITIES:

-Lead students in a discussion and debate regarding the definition of terrorism and what makes a terrorist. Questions to ask:

- ★ How do you define terrorism?
- ★ What makes a terrorist?
- ★ Do you have to kill or injure people to be considered a terrorist? (Discuss the 1983 Capitol Bombing where no one was killed or injured)
- ★ Do you consider an event like the 1983 Capitol bombing an act of terrorism?
- ★ Do you think all acts such as bombings or sabotage that draw attention to a greater cause should be considered an act of terrorism? Why or why not?
- ★ How has the way the United States has dealt with terrorism affected you personally?

-Invite an OEF/OIF Veteran into the classroom to speak about his or her experiences. Questions could include:

- ★ How did you get involved in the war?
- ★ How did the experiences of war compare to your expectation of war?
- ★ What was your job?

Local area veterans service organization chapters and VA Hospitals can be helpful in locating classroom speakers.

Additionally, a speaker service is available through Operation Tribute to Freedom at www4.army.mil/otf.

Encourage students to find ways to support Soldiers through Department of Defense and other federal programs.

Soldier Support Programs

Wounded Warrior Project:
Provides unique, direct programs and services to meet the needs of severely injured service men and women.

<http://www.woundedwarriorproject.org>

Strengthening Our Military Families:
A campaign that's designed to rally citizens, businesses and nonprofit organizations to provide support for U.S. service members and their families.

http://www.defense.gov/home/features/2011/0111_initiative/.

TYING IT ALL TOGETHER:

The Soldiers who perform during Spirit of America are not actors. They are all active duty Soldiers. Many have deployed overseas or will do so in the future. Our Soldiers and their families draw strength and support from their communities as they continue to sacrifice to build a better future for others.

MUSIC HISTORY

Musicians have been an integral part of the military even before the U.S. Army was created in 1775. From the signal corps drummers in the Revolutionary War to the full brass bands of WWII, music has been a critical part of the Army's success. Whether it's a ceremonial performance or a concert to boost the morale of Soldiers, U.S. Army Band members have the unique opportunity to serve their country while making music.

The artillery regiment commanded by Colonel Benjamin Franklin marched with over a thousand men accompanied by fife players and other musicians. This marks the first recorded appearance of an American military band in the colonies.

★ 1756 ★

Regiments serving in the colonies had bands attached to them that performed for special occasions and ceremonies. They were separate from the field music units that sounded signals and were comprised of six to eight musicians performing on oboes, clarinets, horns and bassoons.

Musicians in the minuteman companies provided the steady rhythms needed to drill the new militia against the British in the Revolutionary war. Support for independence grew and spread throughout the colonies as the war in New England intensified. The colonists held rallies with patriotic speeches and banners. Militia companies drilled while bands played patriotic melodies. General Washington, the first general of the U.S. Army and an accomplished flutist, ordered his musicians to attend regular training sessions with the regimental drum and fife majors.

★ 1775 ★

Music played an important role in military victories. In the Battle of Bennington, the American commander had his fifers and drummers play well into enemy positions. His troops, inspired by the music, proceeded to defeat enemy forces so decisively that this battle became an important turning point in the war.

★ 1777 ★

Trumpets were added to the Army to control mounted maneuvers of cavalry regiments. Drum calls regulated the Soldiers' day since regulations did not allow verbal commands and each man had to learn to respond instantly to the drum.

★ 1781 ★

Up to this point, musicians enlisted solely as musicians and were exempt from soldierly duties. In 1781, Congress approved the plan for drummers and fifers to be picked from the ranks of enlisted personnel.

★ 1830s ★

With the perfection of valved brass instruments in the 1830s, the size and sound of the bands changed drastically. Brass instruments now played the melodies once reserved for woodwinds. The pay for enlisted bandmen was now \$17.00 per month for the chief musician and \$8.00 per month for each bandsman.

★ 1860s ★

During the Civil War, military leaders with the Union and the Confederacy relied on military musicians to entertain troops, position troops in battle, and stir them on to victory — some actually performing concerts in forward positions during the fighting.

★ 1920s ★

The conductor of the New York Symphony — also a leading composer of the day — designed the band program's new course of study.

Pershing increased regimental band strengths from 28 to 48 pieces. This provided Army bands with their first full instrumentation that exists today.

★ 1940s ★

In order to meet the musical requirements of a large army, the War Department established an emergency Army Music School. In June 1941, the Department of the Army established a school for bandmasters at the Army War College. Soon after, the school was relocated to Fort Myer, Va. The nearly 500 bands serving the Army during World War II were categorized into three types: special bands, separate bands, and organization bands. The United States Army Band "Pershing's Own," the U.S. Military Academy Band, and the U.S. Army Air Corps Band were designated special bands — they performed at special ceremonies, concerts, parades and recruiting drives.

★ 1950s ★

As in World War II, bands accompanied combat units into action in Korea. Bands traveled many miles to perform several concerts a day for units close to the front line. One report read, "The closer we play to the front line, and recently we have been within a half-mile of it, the more enthusiastic has been the response to our music."

★ 1960s-1970s ★

By 1969, eight bands were stationed in Vietnam. Bands in Vietnam, like those in Korea, often performed in forward areas. They flew into combat areas with instruments and performed pop concerts or military ceremonies when needed.

★ 1990s ★

Army Bands played a part in these conflicts by increasing morale for Soldiers and providing music for military ceremonies. Bands' duties were varied. For example, the 3rd Armored Division Band performed on the enemy side of a berm while the 24th Infantry Division advanced into Iraqi territory; and many bandmen spent countless hours guarding the perimeter.

★ 2000s ★

Throughout the country and the world, Army Bands continue to perform for the benefit and enjoyment of civilians and Soldiers alike. Along the way, bandmen receive the kind of musical growth and experience found nowhere else.



Continental Army musicians traditionally wore the reverse colors of their regiments, making them easier for an officer to spot if he needed to give a signal.



Members of the Army Band practice with singer Eddie Fisher (center) who was a vocal soloist with The U.S. Army Band "Pershing's Own" from 1952-1953.



Drummer boy during the Civil War. Taylor (last name unknown) served with the 78th Regiment, United States Colored Infantry (USCI)



SPC Daniel Loesch, a trumpeter of the 1st Cavalry Division Band, plays taps at Camp Liberty.

SHOW HISTORY

Spirit of America can trace its history back to the years before World War II. At that time, on the grounds of Fort Myer in Arlington, Va., the 3rd Cavalry Regiment held military shows during the winter months. In 1961, the 3rd U.S. Infantry Regiment and The U.S. Army Band revived the tradition to showcase the talents of the ceremonial units in the U.S. Army Military District of Washington.

These performances were called “Prelude to Taps” and were performed at the North Area Gymnasium, which is now known as Conmy Hall. In the succeeding years, the production schedule was shifted to the spring and became associated with the Cherry Blossom Festival.

In 1970, the show was renamed Spirit of America, and traveled to perform in Norfolk, Va. Spirit of America traced the history and growth of the U.S. Army from its birth in the American Revolution through the missions that have formed and solidified its spirit. By 1975, the popularity of the performances required a larger venue and the show was moved to the Capital Center sports arena to celebrate the Army’s 200th anniversary. From 1975 through 1996, Spirit of America was the U.S. Army Military District of Washington’s premier community outreach event. In 1996, following a long and distinguished run, the show was retired. In 1997 and 1998, the Military District of Washington experimented with an outdoor version of the production that entertained crowds on the grassy slopes of the Washington Monument. However, that show was discontinued in favor of an expanded number of “Twilight Tattoo” performances on The White House Ellipse.

In 2000, the U.S. Army celebrated its 225th birthday with the return of Spirit of America. Since the revival of Spirit of America, the performances have received acclaim and praise as an entertaining and patriotic look at our nation’s proud history through the eyes of the American Soldier.

In 2001, plans were made to move Spirit of America to the month of September to better accommodate school schedules. On September 11, 2001, those plans changed. As Soldiers were making final preparations to bring Spirit of America to Columbus, Ohio, the terrorist attack on the Pentagon required them to devote their full attention to assisting the recovery operation. As a result, the 2001 performances of Spirit of America were cancelled.

In 2002, Spirit of America returned with renewed vigor. With American patriotism resolute, and the American people united in the cause of freedom, the U.S. Army’s core values stood as the centerpiece in the breathtaking performances in both Washington, D.C. and Columbus, Ohio; this was the first time the show was presented outside of the D.C. area. In 2003, the show was performed in Washington, D.C. and in Pittsburgh, Pa. In 2004, Spirit of America traveled to two venues in addition to Washington, D.C. The show entertained audiences in Albany, N.Y. and Worcester, Mass., with its stirring message of “The Torchbearers.” In 2005, Spirit of America again performed in three venues, Washington, D.C., Rochester, N.Y. and Cleveland, Ohio, with a timely “Call to Duty” message. After a year hiatus, Spirit of America returned in 2007 with “Call to Duty: Boots on the Ground” performances in Manchester, N.H., and Pittsburgh, Pa. In 2008, Spirit of America traveled to Rochester, N.Y., and Worcester, Mass., presenting the “Strength of the Nation.” Spirit of America entertained audiences in 2009 celebrating the “Year of the Noncommissioned Officer” with Fairfax, Va., Columbus, Ohio, and Providence, R.I.

Spirit of America 2010 took the Army’s “Strength of the Nation” story to Pittsburgh, Pa., Highland Heights Ky., and Grand Rapids, Mich. In 2011 the show returned to Washington, D.C., and traveled for the first time to the southeast with performances in Charleston, S.C., and Jacksonville, Fla.

PARTICIPATING UNITS

Spirit of America features performances by the U.S. Army’s premier ceremonial units. Discipline and training are two words closely associated with the American Soldier, and it is clearly demonstrated through the efforts of these units. Though these Soldiers make their performances seem effortless, it is only through countless hours of practice that they have become masters of their art.

From its earliest days, musicians and precision drill exercises have played a critical role in America’s Army. Musicians kept time when they marched onto the battlefield and entertained Soldiers when they needed to rest. Drill ensured that Soldiers were prepared and moved as one unit. Through the pageantry of Spirit of America, the audience will be reminded of America’s proud military heritage. Discipline, trust, and timing have always been necessary for the U.S. Army to function properly.

THE U.S. ARMY BAND “PERSHING’S OWN”



While serving in Europe as commander-in-chief of the Allied Expeditionary Force during World War I, Chief of Staff of the Armies General John J. Pershing was so impressed by the British and French military bands that he decided that the U.S. Army—and the United States of America—deserved a band of equal professional quality and distinction.

In January 1922 General Pershing gave orders to “organize and equip the Army Band.” This infamous order brought to life a dynamic group of active-duty musicians that is known today as The United States Army Band “Pershing’s Own.”

“Pershing’s Own” quickly won the hearts of the American people and was in great demand for concerts and official functions in and around Washington, DC, and throughout the United States.

As the premier band of the most senior armed force, The U.S. Army Band led President Coolidge’s inaugural parade in 1925, initiating an inaugural tradition that has continued for every president since that date.

In June 1943 General Dwight D. Eisenhower ordered The U.S. Army Band to deploy overseas in support of Americans fighting in World War II.

The band toured throughout North Africa and Europe and earned a battle star for its performances in First and Third Army combat areas during the Rhineland Campaign—“Pershing’s Own” is the only Washington-based military band ever to be ordered overseas to participate in a theater of combat operations.

The U.S. Army Band “Pershing’s Own” is what the Army classifies as a “Special Band.” Of the 34 Army bands on active-duty status, four bands are designated as a “Special Band.” When the band was originally organized, members were enlisted soldiers who could play instruments and were consequently reclassified to be musicians.

Today, members of “Pershing’s Own” are highly-trained musicians who have auditioned directly for vacancies within The U.S. Army Band—much like a professional symphony orchestra—many of whom hold advanced degrees from some of the country’s most prestigious music schools and conservatories. In most cases, a musician auditions for the job, then enlists in the army and attends basic training before reporting to the band as a member.

The U.S. Army Band’s mission is to serve and provide musical support for the U.S. Army Military District of Washington. Today the band’s duties encompass an extensive variety of musical activities. Annually, elements of The U.S. Army Band perform at more than 6,000 events in and around the Washington, DC, Metro area, in venues across the

country, and all over the world. This tally includes the numerous funeral services and honors rendered on a daily basis at Arlington National Cemetery and the Tomb of the Unknowns.

“Pershing’s Own” plays an important role in events of national and international significance and has expanded in scope and diversity establishing eight major, unique, and distinctly different musical ensembles: The U.S. Army Band Downrange (rock and pop), The U.S. Army Blues (jazz), The U.S. Army Brass Quintet, The U.S. Army Ceremonial Band, The U.S. Army Chorus, The U.S. Army Concert Band, The U.S. Army Herald Trumpets, and The U.S. Army Strings. The Strings join with members of the Concert Band to form The U.S. Army Orchestra—a dynamic ensemble brought together in more traditional concert settings. On a regular basis these musically-dynamic elements perform for foreign dignitaries, heads of state, diplomats, high-ranking military officers, war veterans, and active-duty troops.

Ensembles from the U.S. Army Band are regularly requested to participate in high-profile, official state events: the funerals of former Presidents Ronald Reagan in 2004 and Gerald R. Ford in 2006; the historic arrival of Queen Elizabeth II and diplomatic dinners with French President Nicolas Sarkozy in 2007; and the Official White House Arrival of Pope Benedict XVI in 2008. Each December since 2002, members of the band have traveled with the Sergeant Major of the Army’s “Hope and Freedom” USO Tour—bringing holiday entertainment to troops in the current theater of foreign operations in Uzbekistan, Kuwait, Iraq, and Afghanistan.

Another part of the band’s mission is to educate, to inspire, and to engender a feeling of patriotism and high morale in its varied audiences. The band plays a vital role in music education, often serving as the featured group at prominent music conferences and conventions throughout the nation and abroad. Each year elements of the band conduct two Young Artist Competitions for high school musicians in the Metro-DC Area and in New York City. These students compete for an opportunity to perform a solo with the organization in a featured concert venue.

For the general public interested in hearing the professional musicians of “Pershing’s Own,” concerts are most easily heard in the National Capital Region. Large crowds flock to the band’s summer concerts held on the west steps of the U.S. Capitol, in local parks, and in selected outdoor concert settings throughout the Washington Metro area. During the cooler months, free concerts and recitals are presented in the band’s headquarters, Brucker Hall, located on historic Fort Myer, near Arlington National Cemetery, in Virginia, and other local area indoor venues.

The U.S. Army Band is the greatest non-threatening force in today’s Army and its duty is to bring about a patriotic feeling of honor and pride for the United States and for those serving to protect its way of life.

Whether hearing a patriotic march, arrival fanfare, foreign anthem, or classical selection—when played by these musicians in uniform, audiences will leave feeling good about the flag.

For more information about the U.S. Army Band “Pershing’s Own” visit: www.usarmyband.com.



In honor of the Army’s 237th Birthday, The U.S. Army Band presents a concert on the steps of the U.S. Capitol.

THE 3RD U.S. INFANTRY REGIMENT (THE OLD GUARD)



The 3rd U.S. Infantry Regiment (The Old Guard) is the oldest active-duty infantry unit in the Army, serving our nation since 1784. The Old Guard continuously prepares for its contingency and infantry missions by conducting year-round tactical training.

This ensures the highest standards and the utmost discipline in its Soldiers. Since 1948, The Old Guard has been stationed in the Washington, D.C., area at Fort Myer, Va., and Fort Lesley J. McNair, D.C. As a major subordinate command of the U.S. Army Military District of Washington (MDW), the 3rd U.S. Infantry Regiment is charged with the unique mission of providing security for the nation’s capital, serving as the U.S. Army’s official ceremonial unit, and performing tactical infantry missions.

As the U.S. Army’s official ceremonial unit and escort to the President, The Old Guard represents the U.S. Army and the nation through ceremonies and special events thousands of times each year. Familiar sights in the nation’s capital, units of The Old Guard participate in official arrival ceremonies at the White House and the Pentagon for visiting heads of state and other foreign dignitaries.

The Old Guard also participates in wreath ceremonies at the Tomb of the Unknowns and conducts funerals at Arlington National Cemetery.

The unit received its nickname from Gen. Winfield Scott, commander of the U.S. forces during the Mexican War in Mexico City at the victory parade in 1848. As the 3rd U.S. Infantry Regiment approached the reviewing stand, Scott removed his hat and said of the unit that had so distinguished itself in the campaign, “Gentlemen, take off your hats to The Old Guard of the Army.”

The 51 well-earned battle streamers, a valorous unit award, and a meritorious unit commendation attached to the regimental colors attest to the unit’s heroic past. The oldest of these streamers is for the

Battle of Fallen Timbers, which took place on the Ohio frontier Aug. 20, 1794. Americans were drawn to the Northwest Territory by the promises of the Northwest Ordinance of 1787 and the westward-looking policies of President George Washington, but with hostile native tribes, their presence was precarious. The Wabash and Miami (Ohio) tribes who lived in the region and trapped for British fur traders had defeated military expeditions in 1790 and 1791. With 700 killed in the second expedition, the country acceded to a standing army, which formed as the Legion of the United States, from which the 3rd U.S. Infantry Regiment is directly descended.

Under Gen. “Mad Anthony” Wayne, the Army defeated the warriors of Chief Little Turtle, who had refused any treaty allowing intruders on their lands, first at Fort Recovery, Ohio, and later at Fallen Timbers, within sight of Fort Miami, a British-held stronghold just south of present-day Toledo. The victory ended British occupation of territory it had already ceded to the United States at the end of the Revolutionary War and achieved a peace with the local tribes under the Treaty of Greenville, Aug. 3, 1795.

Since the end of World War II, elements of The Old Guard have been posted to the National Capital Region, earning an appellation that reflects its dual mission: “The Army’s Official Ceremonial Unit and Escort to the President of the United States.” The distinctive dress-blue uniforms are a familiar sight to many Americans since the 3rd U.S. Infantry Regiment participates in ceremonies at the White House, the Pentagon, national memorials and state functions throughout the National Capital Region. Additionally, elements of the unit are regularly on the road, bringing the unit’s brilliant military pageantry to audiences throughout the nation.

Soldiers of the 3rd U.S. Infantry Regiment also maintain a faithful 24-hour vigil at the Tomb of the Unknowns.

They provide casket teams, firing parties and marching platoons for funerals in Arlington National Cemetery, and participate in parades, festivals and ceremonies throughout the United States showcasing the U.S. Army.

THE U.S. ARMY OLD GUARD FIFE AND DRUM CORPS



The U.S. Army Old Guard Fife and Drum Corps is the only unit of its kind in the United States Armed Forces and is charged with maintaining some of America's oldest military music traditions.

Their crisp drill and early American music represent the dedication, discipline, and precision of the United States Army to our Nation and the world.

Created in 1960 as an element of the 3rd United States Infantry Regiment (The Old Guard) at Ft. Myer, Va., The U.S. Army Old Guard Fife and Drum Corps is one of only four Army premier musical organizations. This elite unit performs at ceremonies and special events at the White House and throughout our Nation's Capital and for visiting dignitaries and heads of state. The U.S. Army

Old Guard Fife and Drum Corps has marched in every presidential inauguration since that of President Kennedy in 1961.

Since its inception, the organization has steadily grown in reputation. Over the years, the number of performances outside the National Capital Region has continually increased, and the Corps now travels extensively, carrying their unique musical style throughout the United States and the world. Performance highlights include appearances on Good Morning America and the National Geographic channel, as well as at the Kentucky Derby, NFL games, and international events such as the Nova Scotia International Tattoo. Most recently, the Corps has performed at White House arrival ceremonies for

Pope Benedict XVI and Queen Elizabeth II and at the 56th Presidential Inauguration.

The U.S. Army Old Guard Fife and Drum Corps' uniforms, distinguished by the tricorn hat, white wig, and red colonial-style greatcoat, are patterned after those worn by the field musicians of the 1st American Regiment of 1784, to which The Old Guard traces its roots. The musicians' blue-trimmed red greatcoats were opposite in color to those worn by the infantry soldiers. This helped commanders identify their musicians through the smoke and confusion of the battlefield. The musicians of The U.S. Army Old Guard Fife and Drum Corps perform on 10-hole wooden fifes, hand-made rope-tensioned drums, and single-valve bugles, all of which are modern adaptations of late 18th-century military signal instruments. The U.S. Army Old Guard Fife and Drum Corps' repertoire is representative of traditional field music, much of which has been researched from 18th and 19th century primary sources. The Corps maintains a staff that uses traditional tunes as the basis for more complex and challenging arrangements.

The Old Guard maintains a constant readiness for its security role and the possible deployment of its Soldiers by conducting a year-round tactical training program culminating in a rigorous evaluation of unit tactical proficiency.

The Old Guard is made up of two Ceremonial Battalions (1st and 4th) and one Stryker Infantry Battalion (2nd Battalion based at Joint Base Lewis-McChord, Washington). The Commander-in-Chief's Guard, representing one of the most historically famous units in the Army, is part of Company A. Companies B, C, D and H are line companies sharing ceremonial, memorial affairs and field-training missions. Each company comprises a marching platoon, a firing-party platoon, a casket-team platoon and a headquarters or support section. Headquarters and

Headquarters Company contains The Presidential Salute Gun Battery and Caisson Platoon. Fourth Battalion contains HHC, the 289th Military Police Company, the 529th Regimental Support Company, The Old Guard Fife and Drum Corps and Company E (Honor Guard).

In 1985, 1993, 2003 and 2005 the unit was presented with the Superior Unit Award, which is the Army's highest peacetime award.

COMMANDER-IN-CHIEF'S GUARD



On March 10, 1776, Gen. George Washington, commander-in-chief of the Continental Army, issued the following order to select a particular number of exemplary men as a guard for himself:

“The general is desirous of selecting a particular number of men as a guard for himself and his baggage. The colonel or commanding officers of each of the established regiments, the artillery and riflemen excepted, will furnish him with four, that the number may be chosen out of them. His Excellency depends upon the colonels — they should be drilled men.”

With this order, Washington planted the seeds of a rich and illustrious military tradition, which is manifested today in the U.S. Army, in particular the 3rd U.S. Infantry Regiment (The Old Guard).

The unit created by this order, officially known as the Commander-in-Chief's Guard, has a similar mission to the present-day 3rd Infantry.

The Commander-in-Chief's Guard was known semi-officially as “His Excellency's Guard” and popularly as “Washington's Life Guard.” This unit was the first to contain men from all the colonies and not be sectional in composition as was the rest of the Army. The unit was discharged at the end of the war in 1783.

As the nation entered its third century, the 3rd U.S. Infantry Regiment (The Old Guard) organized a replica of the Commander-in-Chief's Guard to honor the historically famous unit. The men of this

replica unit come from Company A, 1st Battalion, 3rd U.S. Infantry Regiment (The Old Guard).

The Guard is organized into a 66-man company. The Guard represents the Continental Army, which was a fighting force equal or superior to the professional European units of their day. It consists of one captain, one lieutenant, three sergeants, three corporals and 58 privates, and a color team of one ensign and five corporals.

The color team bears a replica of the flag of Washington's headquarters, which was carried throughout the Revolutionary War. The remaining soldiers carry 12-pound replicas of the British Brown Bess musket, which has an effective range of 50 yards. Thirteen-inch bayonets, used for close-in fighting, are affixed to the muskets.

Officers' sabers are also reproductions of those used during the period.

Soldiers of the Commander-in-Chief's Guard wear colonial uniforms, including white wigs, and participate in ceremonies and reviews at Fort Myer along with the rest of The Old Guard. The unit also performs firing demonstrations to illustrate battle during the Revolutionary War.

The Corps is led in performance by a drum major. As a mark of distinction, the drum major's uniform includes the light infantry cap, baldric and officers' sash. In contrast to the mace used by the drum majors of modern Army bands, the Corps Drum Majors issue silent commands using the espontoon, an 18th-century infantry officers' weapon.

Through their unique and thrilling performances, The U.S. Army Old Guard Fife and Drum Corps maintains the “Spirit of '76” in today's Army and our nation – a proud history that began with the musicians of the Continental Army and continues to this day!

CONTINENTAL COLOR GUARD



With a heritage that traces back to the early days of our nation, the Continental Color Guard is a tradition in the 3rd U.S. Infantry Regiment (The Old Guard).

Regimental records show that the Color Sergeants and drum major of the 3rd Infantry Band wore Revolutionary War-style uniforms at Fort Snelling, Minn., in 1922. The stated purpose of the unit and its dress was “to recall to the mind of every member of the 3rd Infantry the long and honorable history of the regiment ...” from a period which followed closely upon the Revolutionary War.

The Continental Color Guard team serves the same function today. The five-man team comprises two armed guards flanking three color ensigns who carry the National Color, the U.S. Army Color and the Color of their parent unit, the 3rd U.S. Infantry Regiment (The Old Guard).

The team carries the National Color in the place of honor — on the right. The Army flag is to its left, and the 3rd Infantry’s regimental color is on the Army flag’s left. The armed guards are responsible for protecting the honor of the Star Spangled banner.

The Army color bears 178 campaign streamers, representing every campaign in which the Army has participated.

The 3rd U.S. Infantry Regiment color bears 54 campaign streamers — earned by the unit’s participation in major U.S. conflicts — and two Meritorious Unit Citations and three Superior Unit Awards.

The uniforms worn by the Color Guard are replicas of the 1784 uniforms worn by The Old Guard’s predecessor, the 1st Infantry Regiment. The pattern of the uniform for wear by all infantry units of the Continental Army was approved by Gen. George Washington in 1782. It consisted of a blue coat, faced with a red collar, cuffs and lapels, white buttons and lining, long, tight-fitting overalls, and a black cocked hat with cockade.

The Continental Color Guard has performed in such notable events as the inaugurations of Presidents Ronald Reagan, George Bush, Bill Clinton, George W. Bush and Barack Obama, the Olympics and the Super Bowl.

THE OLD GUARD CAISSON PLATOON



The silence of a military funeral procession is broken only by the rhythmic clip-clop of seven handsome horses. Astride four of the horses, Soldiers sit ramrod straight. The horses, heads erect, bodies taut and controlled, seem to imitate the solemn military bearing of the men and women who sit quietly in the saddles.

Six of the horses pull a flag-draped casket on an artillery caisson painted a funeral black. Soldiers

and horses are conscious that this is no ordinary ride along a cool, shady country lane. They have the honor of carrying a comrade for a last ride to Arlington National Cemetery, to rest in peace with other honored dead.

TRAINING:

The Soldiers and horses constantly train for this duty. They are members of the Caisson Platoon of the 3rd U.S. Infantry Regiment (The Old Guard). The majority of these 56 men and women come to Fort Myer, Va., not as expert horsemen but as trained infantrymen or military-police officers. The Soldiers undergo 10 weeks of training using the same techniques and training manuals as were used by horse-drawn Field Artillery until World War II. After graduation, another month of training is required before Soldiers earn their silver spurs and take part in their first funeral. The hours spent in the cemetery in the saddle — modified 1928 McClellan saddle — are but a portion of their duties, as they also maintain the stables and tack and care for the horses. Only after 500 funerals does a Caisson Platoon horseman graduate from silver to brass spurs.

CAISSONS:

The caissons, three in number, were built in 1918. They break down into two pieces — the front piece is the limber, and the back portion is the caisson wagon. When the caissons were used by the American Expeditionary Force, they were green and had an ammo box on each of the wagons to supply the 75mm French guns the U.S. Army used. Spare parts, spare wheels and tools were also carried.

The wheels on the caisson wagon and limbers are interchangeable — 56-inch wheels with three-inch steel tires, 16 oak spokes and four oak fellows. The Old Guard replaced the ammo box with a rectangular ceremonial box for the transport of caskets in Arlington National Cemetery. Caissons might also be used for pulling cannon, but not those of The Old Guard.

Except for wheel-work, all maintenance on the caissons is performed by Caisson Platoon Soldiers.

Amish craftsmen from Pennsylvania use old-world techniques to rebuild the 1918 wheels. In practice, one caisson is always down for maintenance while the other two are out doing an average of six full-honor military funerals each work day. The two caissons can handle four missions each for a maximum of eight in any one day.

HORSES:

The Caisson Platoon’s herd of horses comes from ranch owners throughout the United States. Only a portion are residents in the CW4 John C. McKinney Memorial Stables; the remainder are stabled at a training facility on Fort Belvoir, Va. While donated animals, including Morgan, Lippizan and English Shires, made up most of the herd once, today the horses are selected and purchased for conformity, strength and temperament. The favored horse is a draft cross, where the large, even-tempered Percheron is bred with the quarter horse. The horses are matched and sent out as teams of blacks or grays.

During a funeral procession, six horses of the same color (black or gray) make up the team that pulls the flag draped coffin upon the caisson through Arlington National Cemetery. They are grouped into three pairs; the lead pair is in front, the swing pair follows and nearest the caisson is the wheel pair. Although all six animals are saddled, only those on the left have mounted riders. This is a tradition that began in the early horse-drawn artillery days when one horse of each pair was mounted, while the other carried provisions and feed.

The riders are dressed in the Army Blue uniform with riding breeches and boots with spurs. To the left front of the lead pair, on a separate mount, rides the section chief who commands the caisson unit. In addition to their duties in military funerals, the Caisson Platoon sometimes participates in historic pageants performed by The Old Guard.

One of the older traditions in a full-honor funeral is the caparisoned (riderless) horse. The horse is led behind the caisson, wearing an empty saddle with the rider’s boots reversed in the stirrups. This indicates the warrior will never ride again.

Tradition allows a caparisoned horse to follow the casket of any Army or Marine Corps officer in the rank of colonel or above. Presidents of our nation, as commanders-in-chief, are given the same honor.

The most famous caparisoned horse was Black Jack. He was foaled Jan. 19, 1947, and was the last of the

Quartermaster-issue horses branded with the Army's "US" brand. He participated in the funerals of presidents John F. Kennedy, Herbert Hoover and Lyndon Johnson, and thousands of other funerals during his 24 years of service with The Old Guard. Upon his death, Feb. 6, 1976, he was buried on the parade field at Fort Myer, Va.

THE U.S. ARMY DRILL TEAM



The U.S. Army Drill Team, one of the 3rd U.S. Infantry Regiment's (The Old Guard) renowned specialty units, has earned international acclaim through its breathtaking routines with bayonet-tipped 1903 Springfield rifles.

Organized to support The Old Guard's ceremonial commitments, the Drill Team has thrilled millions of youngsters and proud Americans for more than 60 years with their daring and complex performances.

When not performing for the President or visiting dignitaries and heads of state, the Drill Team travels extensively, acting as "good-will ambassadors" for the Army and participating in major military and civic functions.

The Soldiers are selected for this elite team after 75 days of rigorous and competitive drill practice. Trim military bearing, strength and dexterity are

mandatory for qualification to the Drill Team. For those selected for the team, the rigors of training never stop. To execute their complicated routines as close to perfection as possible, the team practices constantly.

The Drill Team performs a variety of intricate maneuvers that have extremely high risk factors. One such maneuver is dubbed the "daring front-to-rear overhead rifle toss" and it is deserving of such a glorified title.

During this dangerous routine, members of the Drill Team alternately toss their spinning, 10.5-pound rifles from the front rank to the back, often as high as 15 feet into the air and to the rear. Then Soldiers in the back rank catch the revolving weapons one-handed in a true demonstration of courage and concentration. In most cases, revolution of the rifle ends as the bayonet arcs just past the soldier's right ear.

Other noted drill sequences in the Drill Team repertoire include the manual of arms in unison and the Queen Anne Salute — a favorite of audiences young and old. There is also a specialty drill during which the drillmaster stands in the center of the formation surrounded by four soldiers who toss their bayonet-tipped weapons above and around his head.

Marching cadence of the drill team is roughly 66 steps per minute, slightly slower than a normal marching tempo. Timing must be letter perfect, as all routines are performed without vocal cadence or musical cues. Only the team's superb discipline enables its members to continuously challenge fate and win.

THE SOLDIER'S CREED

I am an American Soldier.

I am a Warrior and a member of a team.

I serve the people of the United States, and live the Army Values.

I WILL ALWAYS PLACE THE MISSION FIRST.

I WILL NEVER ACCEPT DEFEAT.

I WILL NEVER QUIT.

I WILL NEVER LEAVE A FALLEN COMRADE.

I am disciplined, physically and mentally tough, trained and proficient in my warrior tasks and drills.

I always maintain my arms, my equipment and myself.

I am an expert and I am a professional.

I stand ready to deploy, engage, and destroy, the enemies of the United States of America in close combat.

I am a guardian of freedom and the American way of life.

I AM AN AMERICAN SOLDIER.



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