MEMORIAL DAY TRIBUTE

Learning Objectives: The students will…
1. Gain understanding of the meaning and history of Memorial Day.
2. Research various war memorials in Washington, DC.
3. Create a "Who Am I?" game using the facts learned in research.

TEKS: 3.10A, 3.14A

Materials Needed: Internet access, *In Flander's Field* poem, Memorial Fact Sheet handout.

Vocabulary: veteran, memorial

Teaching Strategy:
1. Introduce lesson by reading the poem, *In Flander's Field* by John McCrae. Ask students for interpretation, and then add to their understanding by explaining the meaning of the poem.
2. Direct students to discover the history of Memorial Day by visiting the Memorial Day website at www.usmemorialday.org. Notice especially the reference to the Buddy Poppy program, which had its beginnings in reference to this poem.
3. Inform students that they will be researching one war memorial and creating a game for other students to play using what they learned about the memorial studied.
4. Possibilities for research include:
   a. Arlington National Cemetery (www.arlingtoncemetery.org)
   b. Vietnam Veterans Memorial
   c. World War II Memorial (www.wwiimemorial.com)
   d. Korean War Veterans Memorial
   e. Marine Corp War Memorial—Iwo Jima Statue
   f. African-American Civil War Veterans (www.afroamcivilwar.org)
   g. Women in Military Service for America Memorial (www.womensmemorial.org)
5. Divide students into groups of three or four, and assign each group one of the memorials to research. Students should not disclose which memorial they are studying to the rest of the class.
6. Students may use internet or print sources to obtain information. Allow time for all students to find information and record on their Memorial Fact Sheet.
7. Each student in a group will list two important facts (no duplications) about the memorial to use in the "Who Am I?" game. Each student will also note a fact that is little known, but interesting.
8. As the game begins, one group will assemble before the class. Each student in the group will tell one fact, in anticipation of the rest of the class guessing which memorial was studied. If the class is unable to guess which memorial the group is referring to, each student will tell the second fact.
9. As the class discovers the identity of the memorial, the group will reveal their little known fact, and discuss anything else they would like to tell about the memorial they researched.
10. Repeat the process with the other groups.
11. After all the groups have reported, debrief the activity by asking:
    a. What did all these memorials have in common?
    b. What was different about each of them?
    c. Which ones did you like the best?

     d. What other group should have a memorial? What should it look like?

Extension for Gifted/Talented:
After discussing appropriate ways to memorialize more recent wars, students may create a memorial to Desert Storm or the current Iraqi War. What features of the current memorials should be included? Why?

In Flanders Fields

By: Lieutenant Colonel John McCrae, MD (1872-1918)
Canadian Army

IN FLANDERS FIELDS the poppies blow
Between the crosses row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

MEMORIAL FACT SHEET

_____
(Name of Memorial)

1. Date of war/event it remembers _____

2. Description (five facts)

   _____

   _____

   _____

   _____

   _____

3. Location

   _____

   _____

4. Importance

   _____

   _____

   _____

5. Number of visitors per year _____

6. Little known fact _____