



SALUTING AMERICA®

Honoring Military Service: Past & Present

Conducting a Tribute Contest

The *Saluting America School Program* ignites a strong sense of patriotism in America's K-12 students, raises awareness of our nation's cherished values, and honors the sacrifices made by active military and veterans. Many of today's youth are not aware of the bravery and sacrifices made to protect our freedoms, mostly because they have little or no interaction with the military.

To build awareness and respect for veterans and active military among the younger generation, Saluting America offers schools free materials and classroom activities designed to honor and remember veterans and active military personnel. The activities emotionally engage and educate students about patriotism, valor, citizenship, freedom, sacrifice, and history.

As always, the following material is only provided as a guideline and school districts are encouraged to develop their own parameters as needed.

Tribute Contest Tips and Suggestions

All schools are encouraged to engage in a contest. The contest can become part of a lesson plan in specific classes (social studies, language arts, art, etc.) or can be provided to students for completion outside of the classroom. Contests may be conducted at either the school or district level.

Students compete by creating essays, videos, art projects or other presentations illustrating the values they learned through their school activities. School districts are encouraged to recognize the winners of these Tribute Contests.

The competition can be conducted for students at elementary, middle & high school levels. Students express their feelings and beliefs about the *Saluting America* topics. Entries can include essays, poems, stories, videos, PowerPoint presentations, artwork, photographs, sculptures, speeches, or any activity that conveys the message.

As originator of this program, the Cherry Creek School District posed the following questions for the different age groups:

- Elementary – (illustration or statement): *“Why veterans are so important to the United States?”*
- Middle School – research and complete: *“What do I believe?”*
- High School – *“Why is it important to honor veterans and the extreme sacrifices made to help sustain America's values and to ensure these extraordinary actions are preserved forever?”*

All teachers and students are encouraged to participate. Activities have been developed to be classroom friendly. The above questions are only suggestions and schools are encouraged to customize them to meet individual needs.

Schools may award Certificates of Participation to students who enter the Tribute Contest. The certificate can be downloaded from the *SalutingAmerica.org* website and printed by the schools.

Organizing/Judging Committee – *Saluting America* recommends that each school district establish an organizing committee to assist the schools in implementing their program. This is generally comprised of educators, district administrators, board of education members, community representatives, and parent volunteers. Your committee can serve in an advisory capacity and/or serve as judges in the Tribute Contest. A suggested organizing committee contact letter is included in this program guide.

The American's Creed prints may be made available for the district's Tribute Contest winners upon request.

Recognition

Certificates — Official certificates of participation in the Tribute Contest are available on the **Resource Materials** page of our website, www.salutingamerica.org

These are only for students who create entries for the Tribute Contest. The certificate master can be downloaded from the website and duplicated by the school district. We recommend that they be printed in color.

Assemblies – We suggest students be given the opportunity to showcase or present their winning entry in front of their classmates, veterans, active military, honored guests, and the parents. We recommend that the presentation be videotaped or photographed for the winner, a copy sent to *Saluting America*, and added to the school's library (and website).

Schools are encouraged to generate ideas on methods of recognition that serve their specific community through ceremonies, designated displays, and website postings.

Contest Prompts – Elementary

In a developmentally appropriate manner (differentiated K-5) use a tree map to brainstorm with the class a list of characteristics that describe:

1. What veterans or active members of the military are
2. Why they are important to the United States
3. Why it is important to recognize and thank veterans and active military members for their service.

Activities / Formats

Utilizing the above topic information, the contest entry prompts are as follows:

Grades K-1: Please draw and color a picture showing why veterans and active military are important to the United States or a picture of a veteran or an active military member who is important to you. Teachers – please assist each student in writing a few words on the drawing that describe/label the picture (*e.g. honor, integrity, patriotism, brave, hero, my mom, dad, brother, sister, etc.*)

Grades 2-3: Please draw and color a picture showing why veterans and active military are important to the United States or a picture of a veteran or an active military member who is important to you. Below the drawing the student should answer the following question in 2-3 sentences: *Why are veterans and active military important to the United States?*

Grades 4-5: Please draw and color a picture showing why veterans and active military are important to the United States or a picture of a veteran or active military member who is important to you. Below the drawing the student should write a paragraph answering the following question: *Why are veterans and active military important to the United States?*

Children may hand write their responses, or have assistance from a parent, teacher, or staff depending on their writing skill level.

It is recommended that all entries be displayed throughout the school.

Contest Prompts – Middle School

Questions for “*What Do I Believe*” Activity (*Students may select from this list*)

1. *Why is it important to remember and recognize our veterans or an active military member?*
2. *What do freedom and liberty mean to me?*
3. *What values are most essential to being an American?*

Activities

1. Use the provided “*What do I Believe?*” worksheet to research and focus his or her Tribute Contest entry and to prompt class discussions.
2. Have students select a question from the list above to research – write the question on the top of the supplied worksheet.
3. Have students select a name from one of the supplied lists, either Medal of Honor recipients and noted Americans. (*These lists are not complete and students may choose any other individuals to research*).
4. Students may use multiple sources to research those individuals finding how that person would answer the question and writing it in the associated box (typed responses are also allowed.)
5. Have the student fill their first name in the “*What do I believe*” box on the bottom of the worksheet and answer the same question for him or her.
6. In class: Students can share researched and personal answers, and then post the worksheets for others to view and learn from.
7. On their own or in teams – Student(s) create their Tribute Contest entries.

Tribute Contest Prompts - High School

“Why is it important to honor veterans and the extreme sacrifices made to help sustain America’s values and to ensure these extraordinary actions are preserved ... forever?”

This Tribute Contest topic was selected by Mr. Drew Dix, Medal of Honor Recipient, and founder of the Center for American Values. Mr. Dix received the Medal of Honor for service in Chau Doc Province, Vietnam, on January 31 and February 1, 1968. He is the first enlisted man in the Special Forces to have been awarded the Medal of Honor.

Activities

1. Class discussions centering on Mr. Drew Dix’s Tribute Contest prompt, or other related topics.
2. Class discussions about **The American’s Creed**, its origins, and what its words mean. *The History of the American’s Creed* is available on the **Resource Materials** page of the website.
3. Teachers might consider films, field trips, and other related activities.

What does it mean to be an American?

Medal of Honor Recipient

John W. Finn

John Finn was a Lieutenant in the US Navy on December 7, 1941- the day he earned his Medal of Honor. In the book, Valor: A Gathering of Eagles he is quoted as saying (pg. 110), "The greatest thing about America and our people is their love of freedom, their love of nation, and patriotism. The Constitution, the Bill of Rights and our laws give us the right to worship and the right to free speech. If you don't have law, you will have anarchy. I have the greatest respect for our Founding Fathers. They gave us the right to be free... The advice that I want to stress to every young man and woman in America is: Always do what's right. Never give up. Be sure to continue your education. The one thing I regret most in my life is that I didn't pursue more education. Finally, love your nation and love freedom. They were purchased with a great cost."

John Finn believed that America is great because of our freedom and the ability all citizens have to benefit from that right which was borne on the back of so many before us. America is about opportunity, such as education and making the most of your life and finally about doing what is right, every second, every day.

Another Great American

Abraham Lincoln

From the Gettysburg Address Abraham Lincoln provides valuable insight into his beliefs regarding the extent to which Americans would go to protect their nation and the high regard in which he held those who demonstrated those same beliefs through their actions. "But, in a larger sense, we cannot dedicate -- we cannot consecrate -- we cannot hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work, which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth." It is clear that Abraham Lincoln believed it was an honor to be an American and that every citizen should actively preserve and protect their country and the values that made it the greatest country.

What do I believe?

| |
|--|
| |
|--|

What does it mean to be an American?

Medal of Honor Recipient

| |
|--|
| |
|--|

Another Great American

| |
|--|
| |
|--|

What do I believe?

| |
|--|
| |
|--|



Noted Americans for Classroom Discussion & Essay Topics

| | | |
|---------------------------|--------------------------|-------------------------|
| Abraham Lincoln | George Eastman | Nikola Tesla |
| Albert Einstein | George H. W. Bush | Noah Webster |
| Alexander Graham Bell | George Marshall | Rachel Carson |
| Alexander Hamilton | George S. Patton | Robert E. Lee |
| Amelia Earhart | George W. Bush | Robert F. Kennedy |
| Andrew Carnegie | George Washington | Robert Oppenheimer |
| Andrew Jackson | George Washington Carver | Ronald Reagan |
| Antonio Coello Novello | Georgia O'Keefe | Rosa Parks |
| Audie Murphy | Harriet Beecher Stowe | Samuel Morse |
| Babe Ruth | Harriet Tubman | Stephen Foster |
| Barack Obama | Harry Truman | Susan B. Anthony |
| Barbara Bush | Helen Keller | Theodore Roosevelt |
| Benjamin Franklin | Henry Clay | Thomas Edison |
| Bill Clinton | Henry David Thoreau | Thomas Jefferson |
| Bill Gates | Henry Ford | Thomas Paine |
| Billy Graham | Hillary Clinton | Thurgood Marshall |
| Bob Hope | Horace Mann | Ulysses S. Grant |
| Booker T. Washington | J. Gordon Bennett | W. Randolph Hearst |
| Brigham Young | J. P. Morgan | Walter Lippmann |
| Carl Sagan | Jackie Robinson | William Jennings Bryant |
| Carlos Juan Finlay | James D. Watson | Woodrow Wilson |
| Cesar Chavez | James Fenimore Cooper | Wright Brothers |
| Charles Lindbergh | James K. Polk | |
| Chuck Yeager | James Madison | |
| Colin Powell | Jane Addams | |
| Condoleeza Rice | Jesse Owens | |
| Cyrus McCormick | Jimmy Carter | |
| Dalip Singh Saund | John Adams | |
| David C. Farragut | John Brown | |
| Dwight Eisenhower | John C. Calhoun | |
| Earl Warren | John D. Rockefeller | |
| Eleanor Roosevelt | John Dewey | |
| Eli Whitney | John F. Kennedy | |
| Elizabeth Cady Stanton | John Glenn | |
| Ellison Onizuka | John Marshall | |
| Enrico Fermi | John Quincy Adams | |
| Federico Pena | Lewis and Clark | |
| Feng-Shan Ho | Lyndon Johnson | |
| Frank Lloyd Wright | Margaret Mead | |
| Franklin Delano Roosevelt | Martin Luther King, Jr. | |
| Frederick Douglass | Nat Turner | |
| Frederick Olmsted | Neil Armstrong | |

This is only intended to be a partial list-to generate ideas. We encourage students to research and select any individuals whom they believe to be noted Americans and cover them in their Tribute Contest entries.



SALUTING AMERICA®

Honoring Military Service: Past & Present

Living Medal of Honor Recipients (Spring 2016)

| | | |
|---------------------------|-------------------------|----------------------|
| Adkins, Bennie G. | Groberg, Florent | Patterson, Robert M. |
| Baca, John P. | Hagemeister, Charles C. | Petry, Leroy A. |
| Ballard, Donald E. | Herda, Frank A. | Pittman, Richard A. |
| Barnum, Harvey C., Jr. | Hudner, Thomas J. | Pitts, Ryan M. |
| Beikirch, Gary B. | Ingram, Robert R. | Rascon, Alfred V. |
| Brady, Patrick Henry | Jackson, Arthur J. | Ray, Ronald E. |
| Bucha, Paul W. | Jackson, Joe M. | Roberts, Gordon R. |
| Byers, Edward C., Jr. | Jacobs, Jack H. | Rodela, Jose |
| Cafferata, Hector A., Jr. | Jenkins, Don J. | Romesha, Clinton L. |
| Carpenter, William Kyle | Kelley, Thomas J. | Ross, Wilburn K. |
| Carter, Ty M. | Kellogg, Allan J., Jr. | Rosser, Ronald E. |
| Coolidge, Charles H. | Kerrey, Joseph R. | Sasser, Clarence E. |
| Crandall, Bruce P. | Kinsman, Thomas J. | Simanek, Robert E. |
| Currey, Francis S. | Lee, Howard V. | Sprayberry, James M. |
| Davis, Sammy L. | Lemon, Peter C. | Stumpf, Kenneth E. |
| Dewey, Duane E. | Litekey, Angelo J. | Swenson, William D. |
| Dix, Drew D. | Littrell, Gary L. | Taylor, James A. |
| Donlon, Roger H.C. | Lynch, Allen J. | Thacker, Brian M. |
| Erevia, Santiago J. | Marm, Walter J., Jr. | Thornton, Michael E. |
| Ferguson, Fredrick E. | Maxwell, Robert D. | Thorsness, Leo K. |
| Fitzmaurice, Michael J. | Meyer, Dakota | Vargas, Jay R. |
| Fleming, James P. | Miyamura, Hiroshi H. | West, Ernest E. |
| Foley, Robert F. | Modrzejewski, Robert J. | Wetzel, Gary G. |
| Fox, Wesley L. | Morris, Melvin | White, Kyle J. |
| Fritz, Harold A. | Norris, Thomas R. | Williams, Hershel W. |
| Giunta, Salvatore A. | O'Malley, Robert E. | |



CONGRESSIONAL MEDAL OF HONOR SOCIETY

This is only intended to be a partial list of all the recipients. We encourage students to research and select an individual who appeals to them, either by their action, heritage or their individual story.

For a full list of MOH recipients, going back to the Civil War, visit the Congressional Medal of Honor Society at www.cmoHS.org



Tribute Contest

~ SCORING RUBRIC ~

(CIRCLE ONE SCORE PER CATEGORY)

I. Entry is focused on “Why it is important to remember and recognize veterans and active military”.

| | | | | | | | | | |
|------------------------------|---|---|---|-----------------------------|---|---|-------------------------------|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Details Focus on WHAT | | | | Details Focus on WHY | | | Details Are Persuasive | | |

II. Entry demonstrates knowledge and understanding of the role that veterans have played in the Liberties we enjoy as Americans.

| | | | | | | | | | |
|----------------------------|---|---|---|--------------------------------|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Details Are Minimal | | | | Details Are Appropriate | | | Details Are Effectively Woven Throughout | | |

III. Entry demonstrates reflectiveness, passion and appreciation for veterans and active military.

| | | | | | | | | | |
|------------------------------------|---|---|---|--|---|---|---------------------------------------|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Tone Demonstrates Knowledge | | | | Tone Demonstrates Understanding | | | Tone Demonstrates Appreciation | | |

IV. Organization and Mechanics of Overall Presentation

| | | | | | | | | | |
|-----------------------|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Errors Detract | | | | Logical Ordering of Details with Minimal Errors | | | Effective Build from Opening to Conclusion | | |

TOTAL POINTS: _____ **ASSIGNED NUMBER:** _____