



National  
Cemetery  
Administration  
**Veterans  
Legacy  
Program**



## Acts of Courage in World War II

*Reviewing World War II through Medal of Honor Stories*

Created by a law signed by President Lincoln in 1861, the Medal of Honor is the United States' highest military honor. A total of 473 Americans have received the Medal of Honor for their service in World War II.

### *High School Lesson*

**VA**



U.S. Department  
of Veterans Affairs

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





---

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



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

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

---

**VA**



U.S. Department  
of Veterans Affairs

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

# Welcome, Educators!

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

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

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

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

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

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

## Inside

Education Standards .....	5
Lesson Introduction: Acts of Courage In World War II .....	6-7
<b>Learning Activities</b>	
World War II Medal of Honor Recipients (Biographical Research) .....	8-9
World War II Stories of Courage Jigsaw Activity .....	10-11
<b>World War II Medal of Honor Recipients</b> .....	12-15
<b>Handouts</b>	
Handout 1. World War II Medal of Honor Biographical Research Template .....	16
Handout 2. Graphic Organizer: World War II Medal of Honor Recipients .....	17
<b>Curriculum Development Team</b> .....	18

### PHOTOGRAPHY CREDITS

Library of Congress: Cover (right)

Congressional Medal of Honor Society, p 8 (upper)

U.S. Army, p 10 (upper)

U.S. Marine Corps, p 10 (lower)

Contemporary photographs are by Thomas Connors except where otherwise indicated.

---

## National Cemeteries Referenced in this Lesson

**Riverside National Cemetery:** Site of National Medal of Honor Memorial

**Rock Island National Cemetery, Rock Island, IL:** Site of Edward Moskala grave

**National Memorial Cemetery of the Pacific, Honolulu, HI:** Site of Robert Kuroda grave

**Fort Rosencrans National Cemetery, San Diego, CA :** Site of James Day grave

---

## EDUCATION STANDARDS

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

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

---

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

### Common Core History/Social Studies Standards

**RH:** Reading History

---

- RH 9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH 11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RH 9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH 11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key ideas and details.
- RH 9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH 11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where text leaves matters uncertain.
- 

### NCSS Disciplinary Standards

---

#### History

**Assist learners** in utilizing chronological thinking so they can distinguish between past, present, and future time, can place historical narratives in the proper chronological framework, can interpret data presented in timelines; and compare alternative models for periodization.

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

**Help learners** to identify issues and problems of the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision.

#### Geography

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

**Help learners** to apply geography to interpret the past and present and to plan for the future.

#### Civic and Government

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



*Medal of Honor Memorial,  
Riverside National Cemetery, Riverside, CA*

## KEY MESSAGES

- Personal stories of war veterans are integral to understanding the sacrifices made by American troops during wartime.
- The United States honors the most courageous military acts of valor with the Medal of Honor.
- Memorializing veterans' service is an important, ongoing practice that can bring history alive for students and teach them about the wars in which the U.S. has been involved.

## LEARNING ACTIVITIES

### Activity 1

World War II Medal of Honor Recipients

**Time Required:** 45-minute class period

### Activity 2

World War II Stories of Courage Jigsaw

**Time Required:** 45-minute class period

## LIST OF WORLD WAR II MEDAL OF HONOR RECIPIENTS

## STUDENT HANDOUTS

- Medal of Honor Biographical Research Template
- Graphic Organizer: World War II Medal of Honor Recipients

# Acts of Courage In World War II

## *Reviewing World War II through Medal of Honor Stories*

### *Learning Objectives*

1. Understand the criteria for receiving a Medal of Honor
2. Make connections between geography and chronology to grasp the evolution of World War II by organizing individual battles into the context of military campaigns and theaters of war
3. Understand how an individual act of valor fits into the broader historical context of a war and how learning about veterans' personal war experiences gives insight into military strategy and campaigns

### *Lesson Overview*

Students use the stories of Medal of Honor recipients to outline the battles and chronologies of World War II's major military campaigns. Working individually or in groups, they research the acts of valor that led to the awarding of the Medal and place these stories into the broader context of the war. The class will determine how best to organize this information to understand how World War II unfolded in different theaters of warfare.

### *Primary Sources*

- World War II Medal of Honor Citations
- World War II Medal of Honor Recipients' Grave Markers or Memorials

### *Essential Questions*

1. *How does the nation honor its bravest service men and women?*
2. *What individual stories make up the larger patterns and events of history?*
3. *What is the best way to organize the complex geography and chronology of a world war so that its broader military history comes into focus?*
4. *Why is it important to memorialize veterans?*

### *Lesson Background*

The Medal of Honor, ordered by Congress and awarded by the U.S. President, is given for “conspicuous gallantry and intrepidity at the risk of life above and beyond the call of duty.” In all, more than 3,400 Army, Navy, Marine, Air Force, and Coast Guard personnel have received the Medal of Honor for action during twenty separate periods of U.S. conflict. A total of 193 medals recognized non-combat bravery through 1963, when this category was eliminated. Nineteen men have received the Medal of Honor twice. One of them was Thomas Custer, who died at Little Bighorn and is buried in Ft. Leavenworth National Cemetery in Kansas. Nine Medals of Honor were awarded to the four Unknown Soldiers buried in Arlington National Cemetery and the five Unknown Soldiers of World War I allies (Belgium, Britain, France, Italy, and Romania).

The medal dates back to late 1861, when President Lincoln signed a law creating 200 “medals of honor,” specifically for enlisted Navy personnel. In July 1862, Lincoln authorized 2,000 Army medals. Like the Navy medals, these were to be “presented, in the name of the Congress” to enlisted personnel who “distinguish themselves by their gallantry in action, and other soldier-like qualities.” Eventually, 1,523 medals were awarded for service in the Civil War, including a medal awarded to Mary Walker, a nurse, who was the only woman to receive one.

Today, there are three versions of the Medal of Honor, each with a star design, including two with a wreath around the star. The center of the Navy’s Medal retains the original design’s symbolic figures. Minerva represents the United States, resting one hand on fasces and holding a shield in the other. She repulses Discord, which is depicted wielding snakes. The Marines and Coast Guard also use the Navy Medal. The Army Medal of Honor shows a profile of the Goddess of War, with an eagle above. The Statue of Liberty appears in the center of the Air Force Medal of Honor, under wings and thunderbolts.

Recipients have the right to be buried under a government headstone with gold lettering and the Medal of Honor inscribed.

Adapted from Medal of Honor History: [http://www.cem.va.gov/cem/history/Medal\\_of\\_Honor\\_History.asp](http://www.cem.va.gov/cem/history/Medal_of_Honor_History.asp)

### **FEATURED INSETS**

Depicted at right are the three present-day versions of the Congressional Medal of Honor: one each for the Army, Navy, and Air Force. Marines and Coast Guard personnel receive the Navy version.



From top to bottom: the Army, Navy, and Air Force versions of the Medal of Honor.

# Acts of Courage in World War II

## ACTIVITY 1

### *World War II Medal of Honor Recipients*

#### MATERIALS NEEDED

- Short video: “Reviewing World War II through Medal of Honor Stories”  
*The video is available on the NCA Legacy Program website, [www.cem.va.gov/legacy](http://www.cem.va.gov/legacy).*
- Medal of Honor Biographical Research Template (Handout 1), one copy per student
- Technology to access websites

#### PREPARATION

A list of major campaigns and battles linked to specific Medal of Honor recipients interred in national cemeteries appears on pages 12–15. You may select from these names or add others — including local recipients — to develop your own list of recipients to be researched by students individually or in small groups.



*Edward Moskala (1921-1945)*



*Edward Moskala Grave*

#### *Activity Background*

World War II provided many “firsts,” including the first Latino Medal of Honor recipient, Private Joseph P. Martinez, who died in the Aleutian Islands in 1943. During the war, the only Japanese American to receive the Medal of Honor was Private First Class Sadao S. Munemori. He served in the most decorated unit in World War II, the 442nd Infantry Regiment, composed of Japanese Americans, many of them recruited from internment camps.

In recent years, other minority soldiers have been belatedly recognized for their contributions. Six World War II African American soldiers were recognized in 1997, and 22 Asian American World War II veterans were so honored in 2000. In 2014, President Obama awarded 24 Medals of Honor to World War II veterans, including seven Latino and Jewish veterans.

The National Cemetery Administration maintains the graves of 373 Medal of Honor recipients, including 86 from the World War II era.

#### **Accessing Medal of Honor Citation Sources**

Primary source documents are found on <http://www.cmoths.org/recipient-archive.php>. Generally, they are quoted in full on each individual’s biography in Wikipedia as well. Their dates of birth and death can be found on the individual’s grave marker or memorial (images of these can generally be found at [www.findagrave.com](http://www.findagrave.com)).

#### **FEATURED INSETS**

**Edward Moskala** received the Medal of Honor posthumously for his bravery during the Battle of Okinawa. He is buried in Rock Island National Cemetery (Section E-293) in Illinois.

### Activity Steps

Students will investigate heroic actions during World War II that led to the reception of the Medal of Honor. They will use recipients' stories to illustrate and organize information about the campaigns and battles of World War II.

1. Engage students by asking: *Why is the Medal of Honor awarded?*
2. Show students Riverside video: "Reviewing World War II Through Medal of Honor Stories" (approximately 90 seconds), which introduces the medal and shows the National Medal of Honor Monument at Riverside National Cemetery.
3. Have students select a Medal of Honor recipient. Students should use the Medal of Honor Biographical Research Template (Handout 1) to present information about their selected medal recipient, including images of the individual and his grave marker. Students should draw on the text of the citation awarding the Medal of Honor for each individual.
4. Using the biographical sheet provided, students should be able to present their Medal of Honor recipient's name, hometown, what act of courage is described on the award citation, the date of the act, and the broader battle, campaign, and theater in which the recipient played a part.

### Activity Closure

After students have completed their presentations, invite participants to recap what they have learned. Engage students by asking:

- *How do these stories paint the picture of the campaigns and battles of World War II?*
- *What do you think about the heroic actions of World War II-era Medal of Honor recipients?*
- *What did you find to be the most memorable story you discovered in this lesson? Why is it memorable?*



*Garden Niches at Riverside National Cemetery*

### FEATURED INSETS

The garden niches in Riverside National Cemetery, shown here decorated with flags for Veterans Day, provide burial space for cremains.

# Acts of Courage in World War II

## ACTIVITY 2

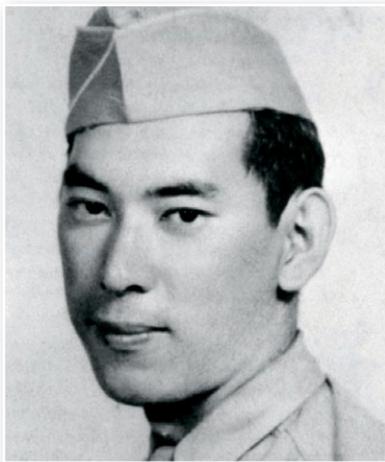
### *World War II Stories of Courage Jigsaw*

#### MATERIALS NEEDED

- Students' completed World War II Medal of Honor reports
- Graphic Organizer: WWII Medal of Honor Recipients (Handout 2)
- Materials to display the reports in the classroom
- Maps of World War II European/African and Asian/Pacific Theaters

#### PREPARATION

Complete Activity 1 before beginning Activity 2.



*Robert Toshi Kuroda (1922-1944)*



*James L. Day (1925-1998)*

#### *Activity Steps*

This is a jigsaw activity, in which students organize their findings and then combine their learnings to illustrate the chronology of the war in the two main theaters of U.S. involvement: Asian/Pacific and European/African.

1. Explain to students that the class will put together each student's research involving stories of individual courage during World War II. Ask students to brainstorm how to organize these stories to depict the broader military history of the war.
2. Discuss the benefits of ordering the stories chronologically or according to the theater of war or campaign. Then, discuss how to combine place and sequence to create a useful narrative review reflecting how events are connected. Maps (either displayed, or appearing in references ) showing the military history of the war will be useful resources.
3. Explain to students that it has been customary for historians to divide World War II into the Asian/Pacific and European/African theaters. From Activity 1 and previous lessons, students should already be familiar with World War II theaters, campaigns, and dates.
4. Once the research has been compiled, have students post their stories about the Medal of Honor recipients they have researched, and follow the geographic and chronological order determined by the class. Then, have students read one another's biographies and complete the graphic organizer.

#### FEATURED INSETS

A member of the famous 442nd unit, **Robert Kuroda** posthumously received the Medal of Honor "for extraordinary heroism" in battle at Bruyeres, France. His grave is in the National Memorial Cemetery of the Pacific (Section D-92) in Honolulu.

**James Day** received the Medal of Honor for his courage on Okinawa. He is buried in Ft. Rosecrans National Cemetery (Section P-1748) in San Diego.

### Discussion

Lead a class discussion using the following questions. Another option is to adapt them as part of a homework assignment.

1. Why is the Medal of Honor awarded? Who are some of the recipients?
2. Why is it important to learn the stories of individual courage?
3. How do the Medal of Honor winners you studied fit into the overall timeline of World War II?
4. Which World War II recipients were honored many years after the war? How did discrimination play a role in the delay?
5. What important aspects of World War II have been left out of our review?  
(Note: No one received a Medal of Honor for service on the Home Front, in the USSR, or for dropping the Atomic Bomb.)

### Activity Closure

Invite students to recap (in their own words) the significance of the Medal of Honor and what it means to receive it.

- Ask them: *What was the most important thing you learned while doing the research for this activity?*

---

### Lesson Extensions

- Ask students to research local Medal of Honor recipients. How are they memorialized locally? Who are the local heroes of World War II? How are WWII veterans remembered and honored locally?
- Have students go to the Library of Congress' Veterans History Project website and listen to one of the interviews: <http://www.loc.gov/vets/>
- If possible, conduct an oral history with a local Medal of Honor recipient or invite him to speak with the class. Lists of living Medal of Honor recipients: <http://www.cmohs.org/living-recipients.php>; also: [https://en.wikipedia.org/wiki/List\\_of\\_living\\_Medal\\_of\\_Honor\\_recipients](https://en.wikipedia.org/wiki/List_of_living_Medal_of_Honor_recipients)

### Lesson Resources

- Congressional Medal of Honor Society website: <http://www.cmohs.org>
- *America's Heroes: Medal of Honor Recipients from the Civil War to Afghanistan*, James Willbanks, ed., Santa Barbara: ABC-CLIO, 2011
- *Inferno*, Max Hastings, New York: Knopf, 2011
- *The Second World War: A Complete History*, Martin Gilbert, London: Weidenfeld & Nicolson, 1989
- *The Second World War*, John Keegan, New York: Viking, 1989
- Full citations: <http://www.army.mil/medalofhonor/recipients.html>



*Medal of Honor Memorial*

---

### FEATURED INSET:

Many of the photographs in this lesson plan, including the one on this page, depict the Medal of Honor Memorial in Nimitz Circle at Riverside National Cemetery. In the memorial's central court, the name of every Medal of Honor recipient is inscribed.

# World War II Medal of Honor Recipients in the National Cemeteries

The following is a list of the Medal of Honor recipients who are included in this lesson plan. It does not include the names of all 86 recipients from World War II who are commemorated or buried in the NCA's cemeteries (26 of them in the National Memorial Cemetery of the Pacific alone).

## European Theater

### *Bulge*

NAME	BIRTH - DEATH	NATIONAL CEMETERY AND STATE	SECTION	SITE
Hendrix, James	8/1925 - 11/2002	Florida, FL	MOH	1
Lopez, Jose	7/1910 - 5/2005	Ft. Sam Houston, TX	AI	542

### *D-Day*

Ehlers, Walter	5/1921 - 2/2014	Riverside, CA	20A	644
----------------	-----------------	---------------	-----	-----

### *Eastern Europe/Air War*

Hughes, Herbert	7/1921 - 8/1943	Ft. Sam Houston, TX	U	53
Pucket, Donald	12/1915 - 7/1944	Jefferson Barracks, MO	840	270-272

### *France*

Adams, Lucien	10/1922 - 3/2003	Ft. Sam Houston, TX	AI	555
Bertoldo, Vito	12/1916 - 7/1966	Golden Gate, CA	C	52-A
Fields, James	7/1920 - 7/1970	Houston, TX	H-B	6
Kurodo, Robert	11/1922 - 10/1944	National Memorial Cemetery of the Pacific, HI	D	92
Spurrier, Junior	12/1922 - 2/1984	Mountain Home, TN	HH-15	8
Valdez, Jose	1/1925 - 2/1945	Santa Fe, CA	Q	29

### *Germany*

Bennett, Edward	2/1920 - 5/1983	Golden Gate, CA	2B	1071-A
Garcia, Marcario	1/1920 - 12/1972	Houston, TX	H-A	1
Ray, Bernard	6/1921 - 11/1944	Long Island, NY	DSS	6
Robinson Jr., James E.	7/1918 - 4/1945	Ft. Sam Houston, TX	T	98
Schaefer, Joseph	12/1918 - 3/1987	Long Island, NY	DSS	80
Stryker, Stuart	10/1924 - 3/1945	Golden Gate, CA	B	319



## World War II Medal of Honor Recipients in the National Cemeteries

### Italy

NAME	BIRTH - DEATH	NATIONAL CEMETERY AND STATE	SECTION	SITE
<b>Bjorklund, Arnold</b>	4/1918 - 11/1979	Willamette, OR	H	3622-C
<b>Britt, Maurice</b>	6/1919 - 11/1995	Little Rock, AR	20	319
<b>Carr, Chris</b>	4/1914 - 9/1970	Los Angeles, CA	275-G	15
<b>Dutko, John</b>	10/1916 - 5/1944	Beverly, NJ	DS	1
<b>Inouye, Daniel</b>	9/1924 - 12/2012	National Memorial Cemetery of the Pacific, HI	D	391A
<b>Knight, Raymond</b>	6/1922 - 4/1945	Houston, TX	H-B	11
<b>Kobashigawa, Yeiki</b>	9/1917 - 3/2005	National Memorial Cemetery of the Pacific, HI	CT8-E, Row 500	536
<b>Montgomery, Jack</b>	7/1917 - 7/2002	Fort Gibson, OK	20	963
<b>Olson, Arlo</b>	4/1918 - 10/1943	Fort Snelling, MN	C-24	13787
<b>Shea, Charles</b>	8/1921 - 4/1944	Long Island, NY	DSS	71A
<b>Squires, John</b>	5/1925 - 5/1944	Zachary Taylor, KY	A	1359

### Netherlands

<b>Bolton, Cecil</b>	10/1908 - 1/1965	Fort Sam Houston, TX	PC	22-J
----------------------	------------------	----------------------	----	------

### North Africa

#### North Africa

<b>David, Albert</b>	7/1902 - 9/1945	Fort Rosecrans, CA	OFF	125-A
<b>Minue, Nicholas</b>	3/1905 - 4/1943	North Africa American Cemetery and Memorial, Carthage, Tunisia	Sec. E	Row 8 4

### Pacific

#### Coral Sea

<b>Hall, William</b>	10/1913 - 11/1996	Fort Leavenworth, KS	1	286
----------------------	-------------------	----------------------	---	-----

### Guadalcanal

<b>Casamento, Anthony</b>	11/1920 - 7/1987	Long Island, NY	DDS	79-A
<b>Fournier, William</b>	6/1913 - 1/1943	National Memorial Cemetery of the Pacific, HI	C	462
<b>Keppler, Reinhardt</b>	1/1918 - 11/1942	Golden Gate, CA	C	379
<b>Paige, Mitchell</b>	8/1918 - 11/2003	Riverside, CA	20A	533

### Guam

<b>Witek, Frank</b>	12/1921 - 8/1944	Rock Island, IL	E	72
---------------------	------------------	-----------------	---	----

## World War II Medal of Honor Recipients in the National Cemeteries

### *Iwo Jima*

NAME	BIRTH - DEATH	NATIONAL CEMETERY AND STATE	SECTION	SITE
<b>Caddy, William</b>	8/1925 - 3/1945	National Memorial Cemetery of the Pacific, HI	C	81
<b>Harrell, William</b>	6/1922 - 8/1964	Ft. Sam Houston, TX	W	3247
<b>Julien, Joseph</b>	4/1918 - 3/1945	Long Island, NY	DSS	12
<b>LaBelle, James</b>	11/1925 - 3/1945	Fort Snelling, MN	B1	422-S
<b>Williams, Jack</b>	10/1924 - 3/1945	Springfield, MO	30	2375

### *Island Hopping*

<b>Martin, May</b>	4/1922 - 4/1945	National Memorial Cemetery of the Pacific, HI	N	1242
--------------------	-----------------	---	---	------

### *Marshall Islands*

<b>Sorenson, Richard</b>	8/1924 - 10/2004	Fort Snelling, MN	B	149-1
--------------------------	------------------	-------------------	---	-------

### *Midway*

<b>Cannon, George</b>	11/1915 - 12/1941	National Memorial Cemetery of the Pacific, HI	C	1644
<b>Fleming, Richard</b> (buried at sea)	11/1917 - 6/1942	Fort Snelling, TX (cenotaph)	F-1	111

### *New Guinea*

<b>Cheli, Ralph</b>	10/1919 - 3/1944	Jefferson Barracks, MO	78	930-934
<b>McGill, Troy</b>	7/1914 - 3/1944	Knoxville, TN	B	6294

### *Okinawa*

<b>Craft, Clarence</b>	9/1921 - 3/2002	Fayetteville, AR	17	120
<b>Day, James</b>	10/1925 - 10/1988	Fort Rosecrans, CA	P	1748
<b>Gonsalves, Harold</b>	1/1926 - 4/1945	Golden Gate, CA	B	61
<b>Halyburton, William</b>	8/1924 - 5/1945	National Memorial Cemetery of the Pacific, HI	O	274
<b>Moskala, Edward</b>	11/1921 - 4/1945	Rock Island, IL	E	293
<b>Muller, Joseph</b>	6/1908 - 5/1945	National Memorial Cemetery of the Pacific, HI	N	1259

### *Pacific Aviators*

<b>Sarnoski, Joseph</b>	1/1915 - 6/1943	National Memorial Cemetery of the Pacific, HI	A	582
<b>Van Voorhis, Bruce</b>	1/1908 - 7/1943	Jefferson Barracks, MO	79	279-281

## World War II Medal of Honor Recipients in the National Cemeteries

### Pearl Harbor

NAME	BIRTH – DEATH	NATIONAL CEMETERY AND STATE	SECTION	SITE
Hill, Edwin	10/1894 - 12/7/1941	National Memorial Cemetery of the Pacific, HI	A	895
Jones, Herbert	1/1918 - 12/7/1941	Fort Rosecrans, MO	G	76
Reeves, Thomas	12/1895 - 12/7/1941	National Memorial Cemetery of the Pacific, HI	A	884

### Peleliu

Kraus, Richard	11/1925 - 10/1944	Fort Snelling, MN	DS	61A
New, John Drury	8/1925 - 9/1944	Mobile, AL	7	2147

### Philippines

Kerstette, Dexter	12/1907 - 7/1972	Tahoma, WA	9B	12
Reese, John	6/1923 - 2/1945	Fort Gibson, OK	2	1259-E
Rodriguez, Cleto	4/1923 - 12/7/1990	Fort Sam Houston, TX	AI	700
Rudolph, Donald	2/1921 - 5/2006	Fort Snelling, MN	DS	22-S
Thorson, John	5/1920 - 10/1944	Keokuk, IA	D	71
Villegas, Ysmael	3/1924 - 3/1945	Riverside, CA	5	1178
Wai, Francis	4/1917 - 10/1944	National Memorial Cemetery of the Pacific, HI	Q	1194

### Saipan

Baker, Thomas	6/1916 - 7/1944	Gerald B. H. Solomon Saratoga, NY	8	530
McCard, Robert	11/1918 - 6/1944	National Memorial Cemetery of the Pacific, HI	B	1024

### Solomon Islands

Scott, Robert S. (Sheldon)	11/1913 - 2/1999	Santa Fe, NM	9	460
----------------------------	------------------	--------------	---	-----

### Tarawa

Bordelon, William	12/25/1920 - 11/1943	National Memorial Cemetery of the Pacific, HI	Plot A, Row 0	481
Hawkins, William	4/1914 - 11/1943	National Memorial Cemetery of the Pacific, HI	B	646

### Tinian

Ozborn, Joseph	10/1919 - 7/1944	National Memorial Cemetery of the Pacific, HI	F	17
----------------	------------------	---	---	----

# Acts of Courage in World War II

## HANDOUT 1

### *Medal of Honor Biographical Research Template*

**Instructions:** Investigate the heroic actions during World War II that led to the Medal of Honor award to the serviceman you are researching. Read the award document and its description of the recipient's actions in combat. These primary sources can be found on the Congressional Medal of Honor Society's website, <http://www.cmozs.org/recipient-archive.php>. Images of the recipient and his grave marker can often be found on Wikipedia or [www.findagrave.com](http://www.findagrave.com). This report will be displayed in the classroom, so complete the template with its final appearance in mind.

## *World War II Medal of Honor Report*

*Recipient's Name:* \_\_\_\_\_

*Hometown:* \_\_\_\_\_

*Date of Birth:* \_\_\_\_\_

*Date of Action:* \_\_\_\_\_

*Battle or Campaign:* \_\_\_\_\_

*Theater of War:* \_\_\_\_\_

*Date Awarded MOH:* \_\_\_\_\_

*Date of Death:* \_\_\_\_\_

*Age at Death:* \_\_\_\_\_

*Place of Burial:* \_\_\_\_\_

*Briefly describe the act of valor  
recognized by the Medal of Honor:*

---

---

---

PHOTO OF RECIPIENT

PHOTO OF RECIPIENT'S  
GRAVE MARKER

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

# Acts of Courage in World War II

## HANDOUT 2

### Graphic Organizer: WWII Medal of Honor Recipients

**Instructions:** Using the Medal of Honor reports posted by the class, complete the following chart to review the progress of American actions in World War II in its main theaters.

<i>Pacific</i>				
	<b>Battle or Campaign</b>	<b>Location/Theater</b>	<b>Year of Action</b>	<b>Medal of Honor Recipient</b>
	Coral Sea			
	Guadalcanal			
	Guam			
	Iwo Jima			
	Island-Hopping			
	Marshall Islands			
	Midway			
	New Guinea			
	Okinawa			
	Pacific Air War			
	Pearl Harbor			
	Peleliu			
	Philippines			
	Saipan			
	Solomon Islands			
	Tarawa			
	Tinian			
<i>Europe/Africa</i>				
	Africa			
	Bulge			
	D-Day			
	Eastern Europe/Air War			
	France			
	Germany			
	Italy			
	Netherlands			

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



# *Curriculum Development Team*

## **Historian**

### **Thomas G. Connors**

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

---

## **Contributing Educators**

### **Lucinda Evans**

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

### **Gerry R. Kohler**

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