

GRADES K-6

Memorial Day Activity Packet

Incorporate Memorial Day into many of your classes, such as Reading, Math, Science, and Social Studies with this exclusive packet of activities from TeacherVision.



Expertly curated by the team at  TeacherVision®

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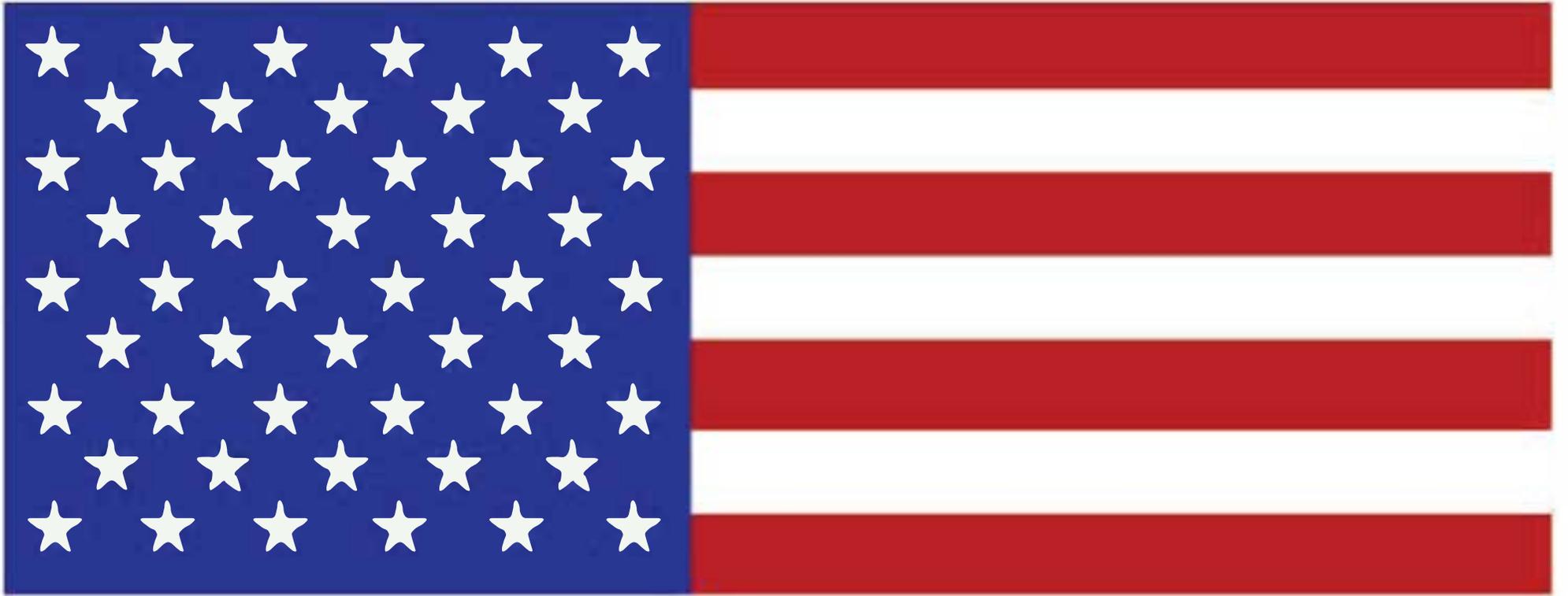
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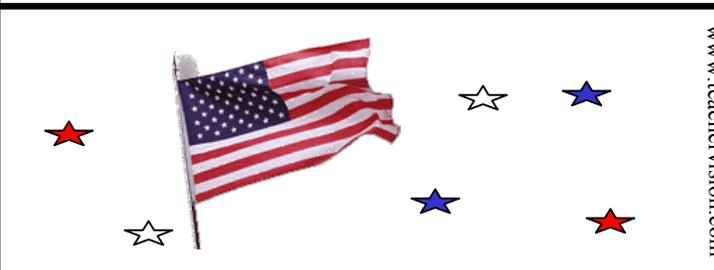
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After cutting out the Pencil Topper, fold along the www.teachervision.com. Then, tape or glue it to a pencil or pen.



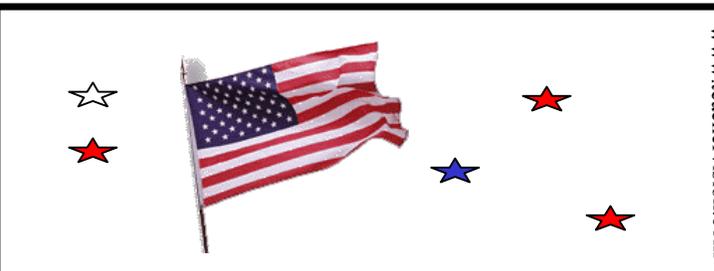
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We Love America



Proud to Live in America



Proud to Be an American



America the Beautiful



We Love America

Memorial Day

May 30 or Last Monday of May

Memorial Day is the day on which Americans honor those who have died for their country. It is celebrated on May 30th, or on the last Monday in May in order to make a three-day weekend. (On the calendar you may see “Traditional Memorial Day” on May 30th and “Memorial Day Observed” on the last Monday.) It is a legal holiday in most states. And, even though it falls in May, it is usually considered to be the mark of the beginning of summer.

Memorial Day was originally called Decoration Day because it was the day women in the South chose to decorate the graves of men who had died in the Civil War. These women honored the dead of both armies, Union and Confederate. It is thought that Cassandra Oliver Moncure, a Virginia woman of French ancestry, started the movement.

In the northern states, the Grand Army of the Republic, which was an organization of veterans of the Union Army during the Civil War, was in charge of Memorial Day celebrations. The American Legion took over this responsibility after World War I. Today they sell small artificial red poppies around Memorial Day to raise money to help disabled veterans.

Military parades are held on Memorial Day and special programs take place at Gettysburg and at Arlington National Cemetery. A highlight of these programs is often the reading of President Abraham Lincoln’s Gettysburg Address.

Making It Work

Ask your students if any have gone to a cemetery to decorate a grave. Was it a military cemetery? Was it the grave of someone who died in a war? Allow students to share experiences.

Ask students who come from different homelands to tell about ceremonies that honor the people who died in wars in the countries where they used to live. They may have first-hand experiences or they may wish to interview an older relative to get this information. Students may be interested in building an oral history of their family by tape-recording these interviews. (Make sure they get permission before recording an interview, even with a family member.)

If there are no representatives of other backgrounds in your classroom, have students do some research in the library to find out how other countries honor those who died in wars. Students can write reports or give oral reports to the class.

Read Lincoln’s Gettysburg Address to your students. Encourage them to memorize it.

Find out about the American Legion and its use of red poppies. Often the American Legion holds competitions concerning patriotism, and poppies are a common theme. Find out if there is one such competition in your area.

Name: _____

Date: _____

Battles of World War I

Instructions: Complete the word search below, using the word bank at the bottom of the page. All of the words are sites of famous battles in World War I.

R A R I G N E O I M E I N
E I E M V T Y G E G G J A
E E A V I M Y R I D G E M
B N G R E B N E N N A T L
I E N I B I M A V G L H E
M M U Y S M L D L B L E J
P E D E O T A C P R I M A
O R R S U T P C E I P A A
N P E J M Y P A T M O R C
Y H V L M Y G N N E L N S
T R Y N E U L M H A I E G
R G L E N I N V A G N U E
L J R A Y C E L L M R E L

The Marne
Jutland
Cambrai

Ypres
Verdun
Vimy Ridge

The Somme
Gallipoli
Tannenberg

Battles of World War I
Answer Key

R A R I G N E O I M E I N
E I E M V T Y G E G G J A
E E A V I M Y R I D G E M
B N G R E B N E N N A T L
I E N I B I M A V G L H E
M M U Y S M L D L B L E J
P E D E O T A C P R I M A
O R R S U T P C E I P A A
N P E J M Y P A T M O R C
Y H V L M Y G N N E L N S
T R Y N E U L M H A I E G
R G L E N I N V A G N U E
L J R A Y C E L L M R E L

The Marne
Jutland
Cambrai

Ypres
Verdun
Vimy Ridge

The Somme
Gallipoli
Tannenberg



PEOPLE, PLACES, AND THINGS OF WORLD WAR II

The people, places, and things in these lists were important to the United States war effort. Read the lists and add one more item to each.

1. World leaders

Franklin D. Roosevelt, Winston Churchill, _____

2. Axis countries

Germany, Japan, _____

3. Rationed products

sugar, coffee, _____

4. Generals

George Patton, Douglas MacArthur, _____

5. Battles

Normandy, Midway, _____

6. Home Front

victory garden, selective service, _____

7. Aircraft

B-17, B-29, _____

8. Holocaust

concentration camps, prisoners, _____

9. G.I. Wear

helmet, mess kit, _____

10. Manhattan Project

Enola Gay, Fat Man, _____

11. United Service Organizations

music, movies, _____

12. Air raid shelter

food, water, _____

Answer Key

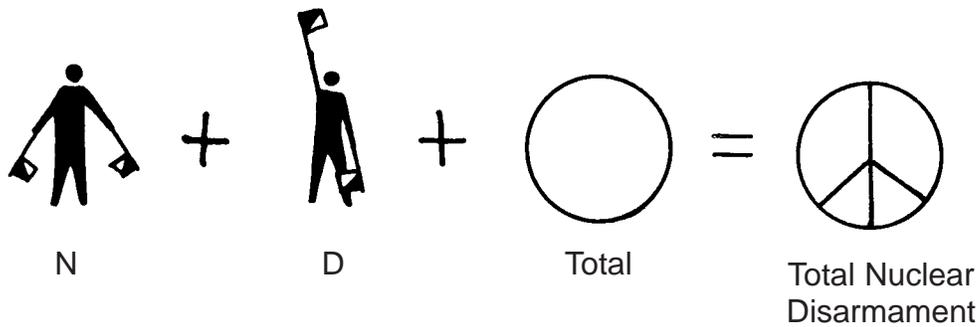
People, Places, and Things of World War II

Answers will vary.

Name _____

Peace Symbol

This recognized symbol of peace was introduced by Lord Bertrand Russell in 1958 when he was campaigning for nuclear disarmament in England. It actually stands for worldwide nuclear disarmament. Most people agree that the symbol is based on the semaphore alphabet (an alphabet based on positioning two flags to represent each letter). The letter N (for nuclear) is represented by holding two flags down at an angle at one's side. The letter D (for disarmament) is represented by holding one flag straight down and one flag straight up. The circle means worldwide, or total.

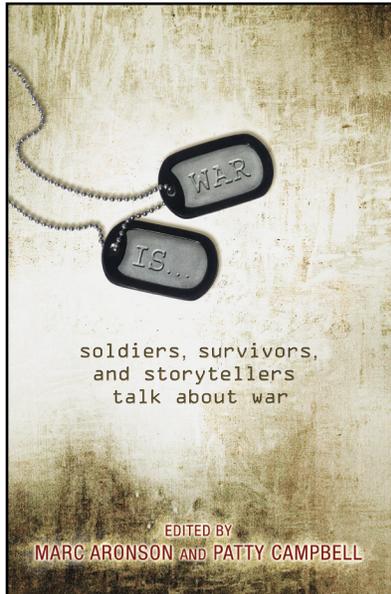


If you were to design your own symbol of peace, what would it look like? Use the space below to design a peace symbol. Then, write a paragraph explaining what the symbol means to you.

CANDLEWICK PRESS DISCUSSION QUESTIONS

WAR IS . . .

soldiers, survivors,
and storytellers
talk about war



ISBN: 978-0-7636-3625-8

EDITED BY **MARC ARONSON** AND **PATTY CAMPBELL**

Marc Aronson thinks war is inevitable. Patty Campbell thinks war is cruel, deceptive, and wrong. But both agree on one thing: that teens need to hear the truthful voices of those who have experienced war firsthand.

The result is *War Is . . .* a dynamic selection of essays, memoirs, letters, and young adult fiction from nearly twenty contributors, both contemporary and historical.

For young adults, teachers, parents, and other readers who would like to discuss this book, the editors have come up with a few questions to help begin or extend the conversation.

DISCUSSION QUESTIONS

1. When you think about war, do you think of the ancient battles of Greece and Rome, the American Revolutionary War, World Wars I and II, or more current wars? Have you considered the differences between what soldiers faced in years gone by and what soldiers face today? Do you wish you knew more about war? Do you wish you knew less?
2. Bill Bigelow's essay "The Recruitment Minefield" describes the aggressive and often deceptive tactics used by military recruiters in high schools. Have you or someone you know been the target of such "salesmanship"? In your opinion, why does the government find it necessary to work so hard at enticing young people to enlist?
3. Bigelow explains that the "opt out" form is one way parents can protect their children from aggressive recruitment tactics. What might be some other ways parents could control recruitment practices in the schools? Or would it be unpatriotic to interfere?
4. America is at war, and you face the decision of whether to serve in the military. What do you know about what fighting a war actually involves?
5. Have you ever talked with a soldier who served in a war? Do you know anyone who served in a war? If you answered "no" to one or both of these questions, does this bother you?
6. If you have in fact talked with a soldier who served in a war, what did you learn about what it's like to be in combat? Were there things the soldier did not want to talk about? Why? Did you feel that the soldier was trying to protect you from something? What? Did you feel the soldier was trying to protect himself or herself from something? What?
7. Why do you think some people serve in war? Why do you think some people choose not to serve?
8. What do those who do not serve owe to those who do? What do those who serve need from those who don't?

9. If America fights a war that you, your parents, and your friends do not believe in, are those who enlist wrong? If war damages them — physically or mentally — who should help them heal? Or, is any damage simply their own fault for fighting?
10. In the interview titled “Thou Shalt Not Kill,” Chaplain Lyn Brown says that many of the young soldiers he counsels had no idea that in the army they would be required to take the life of other people and to face death themselves. What are some of the popular ideas about war that would keep them from realizing this?
11. If America fights a war that you, your parents, and your friends believe in, should you enlist even though you are agreeing to kill other people and put your life at risk?
12. *War Is . . .* Contributors Lee Kelley and David Bellavia, who served in Iraq, say that the current war is different from any others, and the women who are interviewed by Helen Benedict agree. One way the war in Iraq is clearly different is that more women are serving and are exposed to combat. The editors of *War Is . . .* have differing views about the role of women in supporting war. Patty Campbell feels that war is a male-initiated endeavor, and Marc Aronson feels that women have traditionally contributed to war by training their sons to hate the “enemy.” In your experience, are one or the other or both of these positions true? Give examples from life and from literature to support your answer. How do you think the existence of women soldiers influences this debate?
13. In Mark Twain’s “The War Prayer,” the author contends that soldiers are not allowed to realize that the men they are fighting have families, loves, hopes, and fears just as they do. Depersonalizing the enemy is a first step in waging war, and this process is often signaled by the derogatory names given the opponents. In World War II the Germans and Japanese were called “Heinies” and “Japs.” What are some “enemy names” in more recent wars? Could it be possible that one of the first signs of a coming war is the appearance of such divisive language?
14. David Bellavia claims that in Iraq — unlike what Mark Twain describes in his prayer — Americans are more likely to recognize the humanity of their enemy, in part because American actions are filmed and shown on Arab TV, and any overt bias would have immediate negative repercussions. Another way the war in Iraq is different from previous wars is that soldiers are not allowed to drink alcohol, because doing so would offend devout Muslims in Iraq. How do you think these factors influence the feelings and behavior of soldiers there?
15. As Lee Kelley’s blog shows, soldiers in Iraq can be in touch with people at home instantly, a situation that is unlike that of other wars. And yet what Lee Kelley and David Bellavia write about is very similar to what writers have described about war in the past, including correspondent Ernie Pyle during World War II. What do you think? Is the war in Iraq different? Is this what future wars will be like?
16. What do all wars have in common? Would it be easier to serve knowing that you could e-mail home every night, or would that make it harder? Would it be easier to serve knowing that your enemy is similar to you, or would that make it harder? What is the future of war in a world where we are in ever-closer contact?
17. In the pair of introductions that begin this book, Marc Aronson maintains that war is inevitable while Patty Campbell asserts that we can and must overcome our tendency to try to resolve disputes through warfare. Based on your reading of the pieces in this anthology, which of these positions do you favor, and what are some of the factors that weigh into your decision?

War Is . . . Editors



Marc Aronson is the author of many award-winning nonfiction books for young people, including *Race: A History Beyond Black and White*. He lives in New Jersey.

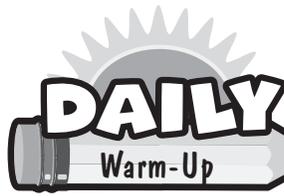
Patty Campbell is the author of many books of and about teen literature, including *Robert Cormier: Daring to Disturb the Universe*. She lives in southern California.



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Memorial Day Word Scramble

1. reilmamo **memorial**
2. niolatan **national**
3. yadolih **holiday**
4. mebermer **remember**
5. soseidrl **soldiers**
6. rswa **wars**
7. metercey **cemetery**
8. sgfla **flags**
9. vasrge **graves**
10. sadnb **bands**



Name _____ Date _____

CIVIL LOVE

Sweat was dripping down Mary's neck. It was the year 1864, and Mary was helping the wounded soldiers as they came into camp. It was the saddest thing she had ever seen. Most of the men were very young. Mary spent countless hours helping and healing. The hours were endless.

As Mary walked towards the back of the room, she quickly smiled at little Elizabeth. Elizabeth sat in the corner watching Mary's every move. She had gotten separated from her family. They were nowhere to be found. Mary had taken her in and cared for her like a daughter. She rocked the girl at night as she cried and cried for her momma. During the day, little Elizabeth was Mary's helper. She ran and got things as quickly as she could. She seemed to anticipate Mary's every need.

"Do you want to help me?" Mary asked the little girl.

"Me?" Elizabeth pointed to herself in surprise.

"Yes, you!" replied Mary. Mary asked Elizabeth to gather cloths to wipe the sweat and blood off the soldiers as they came in. Elizabeth hurried to the task, helping the soldiers.

The next morning the captain came in to say that Elizabeth's mother was found but that she wouldn't be able to arrive for few more days. Elizabeth shouted with glee. She was excited to be back with her mom. But for now, she had work to do.

"Come on, Miss Mary. We have work to do," Elizabeth said.



STORY QUESTIONS

- Which sentence contains evidence that the story takes place during the Civil War?
 - The hours were endless.
 - It was the year 1864, and Mary was helping the wounded soldiers
 - The sweat was dripping down Mary's neck.
 - Most of the men were so young.
- Which paragraph explains the circumstances in which Mary was living?

a. first paragraph	c. fourth paragraph
b. second paragraph	d. third paragraph
- Who is the main character of the story?

a. Elizabeth's mother	c. Mary
b. Elizabeth	d. Captain
- What is the meaning of the word *anticipate* as used in the story?

a. unbiased and disinterested	c. know in advance
b. impressed and appreciative	d. not care for



Civil Love

1. b
2. a
3. c
4. c



Name _____

Date _____

NORTH VS. SOUTH

The Civil War was a war in which Americans fought against Americans. It was the deadliest war of all the wars fought by Americans. The country had been split into two divisions known as the North and South. Many southern states had formed a confederacy. This was essentially a new country. The southern states no longer wanted to be a part of the United States of America. There were many reasons for this action, but one of the main issues was slavery. The southern states wanted to be able to have slaves.

In April of 1861, the Confederate soldiers bombarded Fort Sumter. This was the last of the southern forts still in the hands of the United States government. This event began the Civil War. Both the North and the South had advantages during the Civil War. The North had a larger population. The North also had most of the factories and mills. They could produce more supplies and guns than the South. The South had to depend on help from European countries. The North also had railroads to move troops and supplies.

The South had advantages as well. The biggest advantage was that the South was fighting a defensive war. This meant that they were fighting to defend their country and their beliefs, and their way of life. In order for the North to win, they would have to conquer the South. The South also had better generals than the North at the beginning of the war. These generals had experience fighting the Mexican War.

STORY QUESTIONS

1. What happened in April 1861 that initiated the Civil War?
 - a. United States declared victory.
 - b. Abraham Lincoln was elected president.
 - c. Fort Sumter was fired upon.
 - d. General Lee joined the Confederacy.
2. The Southern generals had experience fighting in the . . .
 - a. Civil War.
 - b. Battle of Bull Run.
 - c. war against slavery.
 - d. Mexican War.
3. Which of the following would make another good title for this passage?
 - a. "Between the North and South"
 - b. "Sweeping Changes for Confederacy"
 - c. "Women's Assistance in the Civil War"
 - d. "The Civil War Soldiers"



North vs. South

1. c
2. d
3. a