
BRYAN ROTARY



FIELD OF VALOR



WE WANT YOU TO HAVE FUN LEARNING HISTORY!

Rotary is a global network of community volunteers. Rotary members are business, professional, and community leaders who provide humanitarian service, encourage high ethical standards, and help build goodwill and peace in the world. The motto of Rotarians is "Service Above Self".

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1. Flag Field: Field of Valor Purpose (TEKS 17C and 17E)

Welcome to the Field of Valor—a 1000 flag salute to service! This special display was setup by the Bryan Rotary Club which is a volunteer group committed to the motto “Service Above Self”. They setup 1000 American flags to show honor to our Veterans, Police, Firefighters, and EMTs. This park is dedicated to Veterans who have preserved our country, freedoms and way of life. It has a memorial walkway with several signs and historical panels to help you learn about history.

Here I would like to call your attention to the American Flag, called “Old Glory”. Flags are often used to identify nations. Think of the Olympics. During every medal ceremony, the flags of the winning athletes were flown in celebration of their accomplishment and in honor of their country. Can you name some other symbols or landmarks that are important in our country? [Pause...wait for a couple answers: i.e. The Eagle, The White House, The Statue of Liberty, Mount Rushmore, Uncle Sam, The Lincoln Memorial]. Those are all good examples. Great job!

Whenever you see the American flag, remember that as our National Symbol, it should be treated with respect. Now, we are going to recite the Pledge of Allegiance, which is something you do every day in school. The Pledge is an expression of patriotism for your country. You are encouraged to recite it, but it’s not mandatory. Etiquette (Good manners) says that when you say the Pledge, you should stand at attention, facing the flag with your right hand over your heart. Ready? Okay, let’s all say it slowly together: **“I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”** Great Job!

The American Flag is probably the most recognizable symbol of the United States, but have you ever wondered why our flag looks like it does? Each element is significant. The blue rectangle is called the “union” and holds together the 50 stars. The stars represent the 50 states and the 13 stripes represent the 13 British colonies that declared their independence from Great Britain. The star count changed as new territories petitioned for state-hood. The last state, number 50, was the island of Hawaii in 1960.

2. Civil War: Fence Divide (TEKS 4E, 12B)

As the group approaches divide the group and send half to the north and half to the south side of the wooden fence. We don't need exact counts.

Alright students, as you came to this spot, you were divided up on each side of this fence. That was on purpose because we are going to talk about the American Civil War, which was fought from 1861 to 1865. This War was about neighbor vs. neighbor, family vs. family, brother vs. brother, North vs. South, the Union vs. the Confederacy. Look at your fellow classmates through the fence. Imagine fighting in a war against people you actually know. It's scary, but that's exactly what happened during the American Civil War.

The Civil War happened because the South thought they could leave the Union, and the North said the Union had to be preserved. Just think, it was less than 100 years before in 1776 that we declared our Independence from Great Britain in the Revolutionary War to become the United States of America. But it wasn't a perfect union.

Fundamentally, the South thought if you could leave England, why not the United States. Why did the South want to leave the Union? Slavery was a big part of the reason, but why? Think about this fence. Is it like the fence in your yard? It doesn't have posts sunk in the ground, it doesn't offer privacy, and it has no nails. This is typical of an agricultural way of life when you are trying to keep animals in or away from crops like tobacco and cotton.

The North had phased out slavery and had more mechanical ways of farming and manufacturing. They could make important materials like steel that could be made into products to trade with other countries. The South didn't have the same resources as the North and relied heavily on manual labor that slaves provided to plant and harvest crops to sell. The South needed to keep getting new land to farm and as territories joined the United States, there was a growing dilemma about whether or not slavery should be allowed in those states. Eleven Southern Slave states declared their secession from the United States of America and formed the Confederate States of America. The other 25 states supported the federal government, "The Union". Finally, after four years of violent fighting, the Confederacy surrendered and the Union was preserved.

3. Texas Independence: “Come & Take It Statue” (TEKS 4.3A)

As the group approaches have them gather around the statue.

Welcome to War for Texas Independence also known as the Texas Revolution. Texas colonists fought for Independence from the government of Mexico from 1835-1836. Does anyone know the name of the Mexican President who we fought against? He was Santa Ana. So why did the Texas colonists want independence from Mexico? Well, just like the American Revolution 60 years before, laws enacted by the mother country led to military conflict. In the case of the Texas Revolution, the unpopular seven laws of 1835 that took representation away from the Texan settlers and disrespectful treatment by Santa Ana were the major reasons Texas wanted to leave Mexico.

Texas leaders met at Washington-on-the-Brazos and signed a Declaration of Independence from Mexico. That location still exists only 30 miles south of where we are standing! The Texian army, a group of volunteer and regular soldiers who were both Anglo and Hispanic, was formed to fight against the Mexican army. Look at the statue of a Texian soldier and name some of the items you see: *[Pause...point out items i.e. Musket, Powder Horn, Ammo pouch, Tall Riding Boots, Bowie Knife, and no real Uniform]*.

The style of weapons used can give you a clue about the time period and style of fighting. Like tall riding boots show they probably used horses to get around. The knife would be important in case of hand-to-hand combat in close proximity with the enemy. Muskets required black powder in addition to the ammunition balls and had a limited range of about 100 yards. The inscription on this statue says “Come and Take It”. This is a patriotic slogan that references a cannon that was given to Texas by Mexican officials to defend themselves, which the government later asked to be returned. In an act of defiance of the government, the Texans made a flag and sent a letter saying “Come and Take it”. The Mexican army tried, but didn’t get it!

After a few setbacks and brutal battles at the Alamo and Goliad, creating folklore heroes like Davy Crockett and Jim Bowie, the Texas War for Independence ended in 1836 at the Battle of San Jacinto, where the Texian army under General Sam Houston gained the upper hand against the Mexican forces with a surprise attack.

4. War of 1812 (TEKS 4A, 17B)

Following the American Revolution in 1783, relations between the United States and Britain remained strained. Britain kept arming the American Indian tribes to prevent further American expansion, and private merchant ships kept getting stopped and the sailors forced to join the British Royal Navy. This, along with trade restrictions resulting from Britain's ongoing war with France, led to the War of 1812 between the United States and the British Empire which included Canada. The war ended in a military stalemate in 1815 with the Treaty of Ghent. But, American Nationalism surged and our National Anthem emerged.

Our National Anthem is named "The Star Spangled Banner". We are going to honor the veterans of the War of 1812 by singing our anthem. So sing along now, or, just listen, but think about the words and the mental picture they give you about this battle. Ready?

"Oh, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars thro' the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air
Gave proof through the night that our flag was still there.
Oh, say, does that star spangled banner yet wave
O'er the land of the free and the home of the brave?"

Excellent Job! We sing a lot of songs because it's tradition without thinking much about when, where, or why the song was written. There are two basic parts to any song: the music and the lyrics. The lyrics to this song came from a poem called "Defence of Fort McHenry". It was written by Francis Scott Key while he was detained aboard a British ship during the bombardment of Fort McHenry in Chesapeake Bay, near the city of Baltimore Maryland, during the War of 1812. He witnessed a battle and saw the bombs bursting in the air and stayed anxious until light from the sunrise showed him that our flag was still there.

The Star-Spangled Banner

The words of "The Star-Spangled Banner" were written by Mr. Key in 1814 under stirring circumstances. He was detained on board one of the British ships which attacked Fort McHenry. All night the bombardment continued, indicating that the fort had not surrendered. Toward the morning the firing ceased, and Mr. Key awaited dawn in great suspense. When light came, he saw that "our flag was still there," and in the fervor of the moment he wrote the lines of our national song, the tune is ascribed by the weight of authority to John Stafford Smith, an English composer who set it about 1780.

Francis Scott Key

John Stafford Smith

Oh, say, can you see, by the dawn's early light, What so proudly we hailed at the twilight's last
8 gleaming? Whose broad stripes and bright stars, thro' the perilous fight, O'er the ramparts we watched were so gallantly
16 stream- ing? And the rock- ets' red glare, the bombs burst- ing in air, Gave proof thro' the night that our flag was still
24 there. Oh, say, does that star span - gled ban - ner yet
28 wave O'er the land of the free and the home of the brave?

2. On the shore, dimly seen thro' the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream:
'Tis the star-spangled banner: oh, long may it wave
O'er the land of the free and the home of the brave!

3. Oh, thus be it e'er when free-men shall stand
Between their loved homes and the war's desolation;
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the Pow'r that has made and preserved us a nation!
Then conquer we must, when our cause it is just;
And this be our motto: "In God is our trust!"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!



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Source: Dykema, Peter, Will Earhart, Osbourne McConathy, and Hollis Dann. *I Hear America Singing*: 55
Songs and Choruses for Community Singing. Boston, C. C. Birchard & Company, 1917.

5. Revolutionary War (TEKS Celebrate Freedom Week and 5.2A)

During America's first 150 years, most of the settlers came from Great Britain. These pilgrims built towns along the Atlantic coast and became what are commonly called the "Original Thirteen Colonies." The British settlers lived under the rule of King George III. Due to an expensive war with France, the British tried to raise funds from the Colonies, which angered the colonists since they didn't have a vote. "No taxation without representation" was a slogan that summarized a primary complaint of the Colonists who rejected the authority of Great Britain to govern them from overseas without representatives from the colonies speaking on their behalf. Because of the treatment of the British, the colonists decided to declare their independence from England with a document called...you guessed it, the Declaration of Independence.

On July 4, 1776, the Declaration of Independence was adopted and our nation was officially born. The Declaration has 5 main parts, and we are going to recite a portion of the pre-
amble together now [*point to the sign*]:

"We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

This preamble really was an extreme statement in 1776. It starts with the phrase "all men are created equal." Most people, especially the British nobility, did not believe that statement.

"Endowed by their Creator with certain unalienable Rights" says that all men are born with rights that can't be taken away. What rights can't be taken away? [*Pause...point to the sign and let students answer Life, Liberty, and the Pursuit of Happiness*]

We were willing to fight to secure our freedoms. Look at this bronze statue. It symbolizes the soldiers of this war. The soldiers of the Revolutionary War were not professional, trained soldiers. They were simple people just living their lives. People just like your own fathers and older brothers who were willing to fight for what they thought was right.

6. Memorial for All Veterans & Holidays (TEKS 17D, 5.A)

As you look around, you will see several granite surfaces with names etched into them. This area is dedicated to All Veterans. Every year on November 11th we celebrate Veterans Day. Like the name says, it is a day set aside to honor all veterans of the United States armed forces. The date is important because it on the 11th hour of the 11th day of the 11th month of 1918, that the Armistice ending World War I was signed.

We also observe a holiday called Memorial Day. The last Monday of May is set aside as Memorial Day, to remember the men and women who died while serving in the United States Armed Forces. When you hear “Armed Forces” that’s a way to collectively call the 6 branches of military service. The flags you see above all represent these Service branches. They are 1) the Army, 2) Navy, 3) Air Force, 4) Marine Corps 5) Coast Guard and the 6) Merchant Marines. The U.S. has an all-volunteer, paid military, and there are over 1.4 million people in active military service. The President of the United States is the overall head of the military and is called the “Commander-in-Chief”.

We’ve talked about two Federal holidays. In the United States, a federal holiday is a public holiday recognized by the federal government and is designated by the U.S. Congress. Constitutionally, there are no “national holidays”. A Federal holiday is a paid day off for federal workers. Private companies may also observe federal holidays, but it is not required by law. States and cities can also designate holidays. You generally know it’s a Federal holiday when the Banks and Post offices are closed. Let’s name some other Federal Holidays in order of the Calendar Year: In January there is New Year’s Day and Martin Luther King Jr.’s Birthday, February: Presidents Day, May: Memorial Day, July: Independence Day, September: Labor Day, October: Columbus Day, November: Thanksgiving Day, and December: Christmas.

We all probably celebrate other holidays too. Even though they may represent a particular cultural or religious tradition, we adopt the celebration of the holiday as an American tradition. Our many traditional holidays in the U.S. reflect the fact that we have so many immigrants who have come to America throughout the years since our country was founded.

7. WWI & WWII: Read, Record, & Report (TEKS 5A, 5C)

[As students approach, a guide will hand out a clipboard at the WWI board. The docent will have the other clipboards with pencils ready in front of the 3 WWII boards. Monitor their progress and help point out items they are trying to identify. They'll need to add their names and turn in the sheet to their teacher. If they don't finish, that is ok. The teachers will have the answer key.]

We are going to have you all do something a little different here at this site. There are 4 different worksheets, one for each panel. Get into groups of 4 or 5 and take a clipboard and find the panel that corresponds to your worksheet. Answer the questions working together then turn them in to your teacher. You'll only have 3 minutes to complete it so work as a team.

READ, RECORD, & REPORT

Use the History Panels to answer these questions

World War I – The Great War

What is the name and title of the person pictured to the right?

GENERAL
JOHN J. PERSHING



These are tanks from World War I. Which country provided these tanks?

FRANCE



This is a picture of America's greatest flying Ace of World War I. What was his name?

EDDIE RICKENBACKER



Identify this recruiting icon of WW1:

"UNCLE SAM"

- | | |
|---|----------------|
| 1. Who was the United States President during WWI? | WOODROW WILSON |
| 2. What year did the United States enter WWI? | 1917 |
| 3. How many stars were on the flag during this war? | 48 |

Your Names:

READ, RECORD, & REPORT

Use the History Panels to answer these questions

World War II ~ Europe-Africa-Middle East Theater

This very famous
American
General from
WWII was known
for his strong
leadership skills.
What is his
name?

GENERAL
GEORGE S.
PATTON



Eli L. Whiteley was
an Aggie who
earned what
special military
award?

MEDAL OF
HONOR

What is the name of this tank?

SHERMAN M-4

Where was this picture taken?

PARIS FRANCE
ARC DE TRIOMPHE



1. Who was the United States President during WWII? FRANKLIN D. ROOSEVELT
2. What year did this war start? 1941
3. How many stars were on the flag during this war? 48

Your Names:

READ, RECORD, & REPORT

Use the History Panels to answer these questions

World War II ~ Asiatic-Pacific Theater

On December 7, 1941, A "Date Which Will Live in Infamy", this man who was a cook in the US Navy, exhibited great bravery during the Japanese raid on Pearl Harbor, Hawaii. What is his name?

DORIE MILLER



Before becoming President of the United States, this man served in the United States Navy. What is his name?

GEORGE
H.W. BUSH



What is the name of this airplane?

B-29 BOMBER

Which U.S. Admiral said: "**Uncommon valor was a common virtue**" of the Marines at Iwo Jima?

ADMIRAL CHESTER NIMITZ

1. What year did this war start? 1941
2. Who were the United States Presidents during WWII?
FRANKLIN D. ROOSEVELT & HARRY S. TRUMAN
3. How many stars were on the flag during this war? 48

Your Names:

READ, RECORD, & REPORT

Use the History Panels to answer these questions

World War II ~ Home Front Campaign



The photo above represents a successful propaganda campaign encouraging women to work to support the war effort.

What was she called?

ROSIE THE RIVETER

To the right are well known paintings by the artist Norman ROCKWELL

What was this group of paintings called?

"THE FOUR FREEDOMS"

Draw a line from the freedom to the picture it represents:

1. Freedom of Speech
2. Freedom of Worship
3. Freedom from Want
4. Freedom from Fear



1. Who was the United States President during WWII?
FRANKLIN D. ROOSEVELT
2. What were the years of this war? 1941-1945
3. How many stars were on the flag during this war? 48



This is a window flag.
What do the stars symbolize? What does a gold star symbolize?
FAMILY IN SERVICE
GOLD=KILLED

Your Names:

8. Korea/Vietnam: Stopping the Spread of Communism (TEKS 5A, 11B, 11C)

In the decades after World War II, Communism became a serious threat. The Korean War occurred from 1950-1953 and the Vietnam War from 1965 to 1973. The United States did not start or have to fight in these wars; rather, we chose to fight in these wars in order to stop the spread of communism and the tyranny it produced and the freedoms it took away. In both of these wars, the United States fought with the pro-democratic governments against invasions by the Communist North into the South.

So, what is Communism? Simply put, the government takes freedom away from its people in order to run things the way it sees fit. The government becomes more important than the individual and the government imposes strict control over all aspects of life, including jobs, religion, housing, and food. Do Americans like that? No. Americans, for the most part, like Freedom and Free Enterprise. Free Enterprise means citizens are allowed to create and operate private businesses for profit in a competitive system. It's good for people to keep what they earn, because it means they are rewarded for hard work.

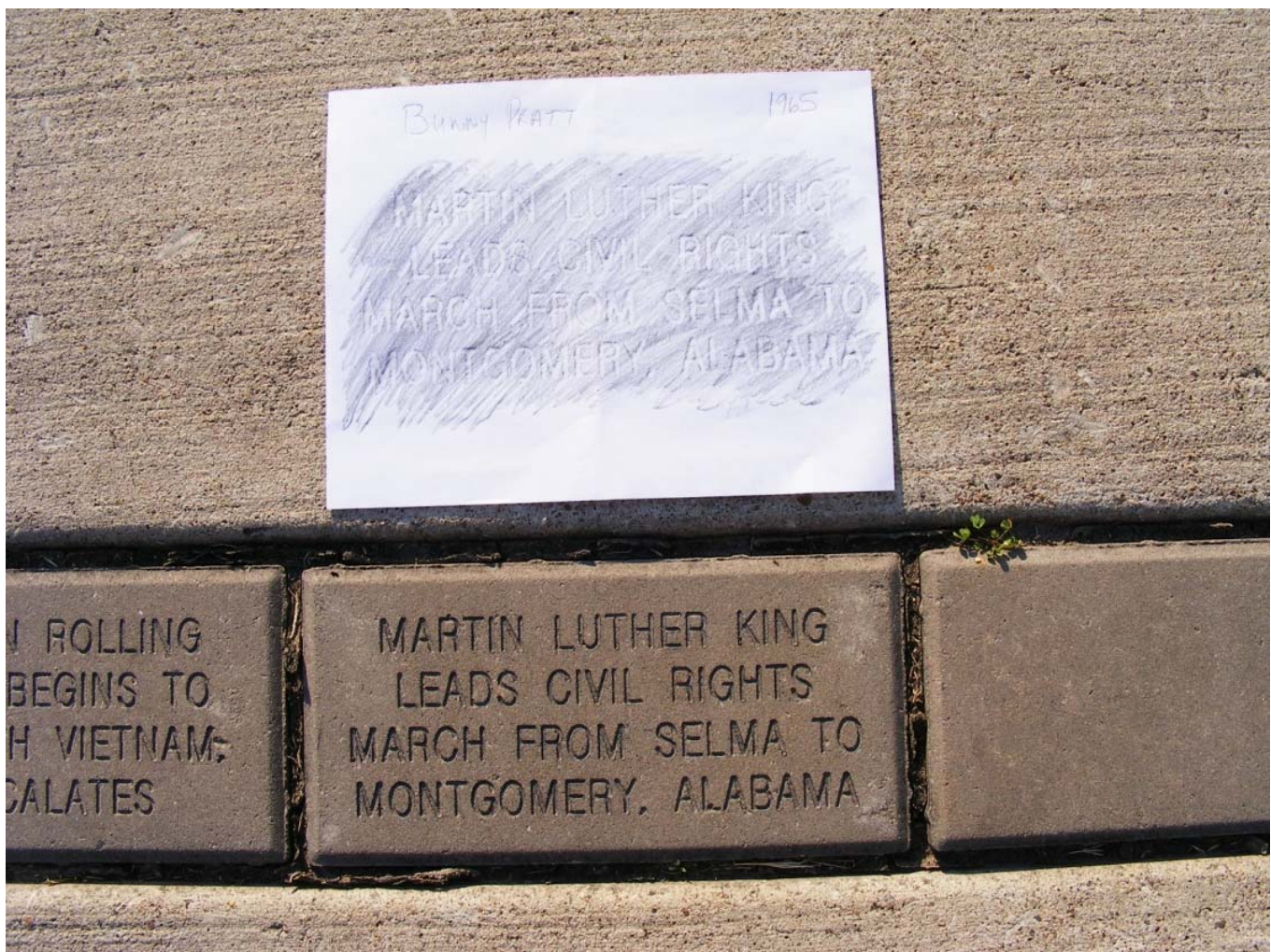
Here is an example. You took a test after studying hard and earned an A with 100 points. Your classmate didn't study and earned an F with 50 points. The teacher decides to distribute the points evenly and averages the grades so everyone gets a C, 75 points. The student who earned the bad grade likes that, but the one who worked the hardest does not. In the long run, this leads to apathy and the hard worker stops working so hard and nobody earns high grades. This same principle applies to Communism.

Ultimately, the United States helped stop the spread of Communism. Today, which country is wealthier, the Communist North or the Democratic South? South Korea is wealthier because the people are allowed to live their lives more freely and earn money in return for their hard work. South Korea has free enterprise which allows them to have more economic prosperity, while North Korea still lives in relative poverty under a brutal communist government.

9. Brick inscription: Read, Record, Report (TEKS 5A and 5C)

[Docent will reset paper and pencils at 7 brick lines from 1959 to 1965 along the path and briefly instruct the students on how to do a rubbing. They'll need to add their name and the Year of the brick then turn in the paper to their teacher.]

Here, we are going to do Brick Rubbings to take back to your classroom for discussion. So each one of you will take a piece of paper and a pencil, write your name on it, pick any brick between the orange cones, and make a pencil rubbing of it. Be sure to include your name and the date of the brick. You will hand it to your teacher when finished.



10. 9/11 Memorial: Moment of Silence (TEKS 5B)

You've arrived at the Global War on Terror site. This refers to the ongoing military campaign led by the United States and their allies against organizations and people identified as terrorists. Terrorism is defined as the use of violence and threats to intimidate, coerce, or scare to achieve some goal.

This is a special memorial created to remind us about what happened on September 11, 2001, that deeply impacted the United States and the world. It is considered an act of Terrorism. September 11, 2001, also known as 9-11, is a vivid memory for many, many Americans. I would bet if you asked your parents, they would be able to tell you exactly where they were when they heard about the nine eleven attacks because it was such an unbelievable day.

On September 11th there were suicide attacks upon the United States soil by terrorists. The hijackers intentionally flew two commercial planes into the two biggest buildings of the World Trade Center in New York City. Both towers collapsed within two hours.

Nearly 3000 people died in the attacks including the emergency workers trying to rescue people and put out the fires. This piece of metal you see is an actual section from the World Trade Center catastrophe in New York City. Now I would ask each of you to walk around and briefly touch the metal and then take a few moments of silent reflection in remembrance of those who died. Please remain silent until everyone has had a chance to see the memorial up close. This is a solemn place, so please be respectful of the other students around you and the memorial itself and who and what it represents. When everyone has finished, you may read the history board and the monument markers quietly until the next signal.

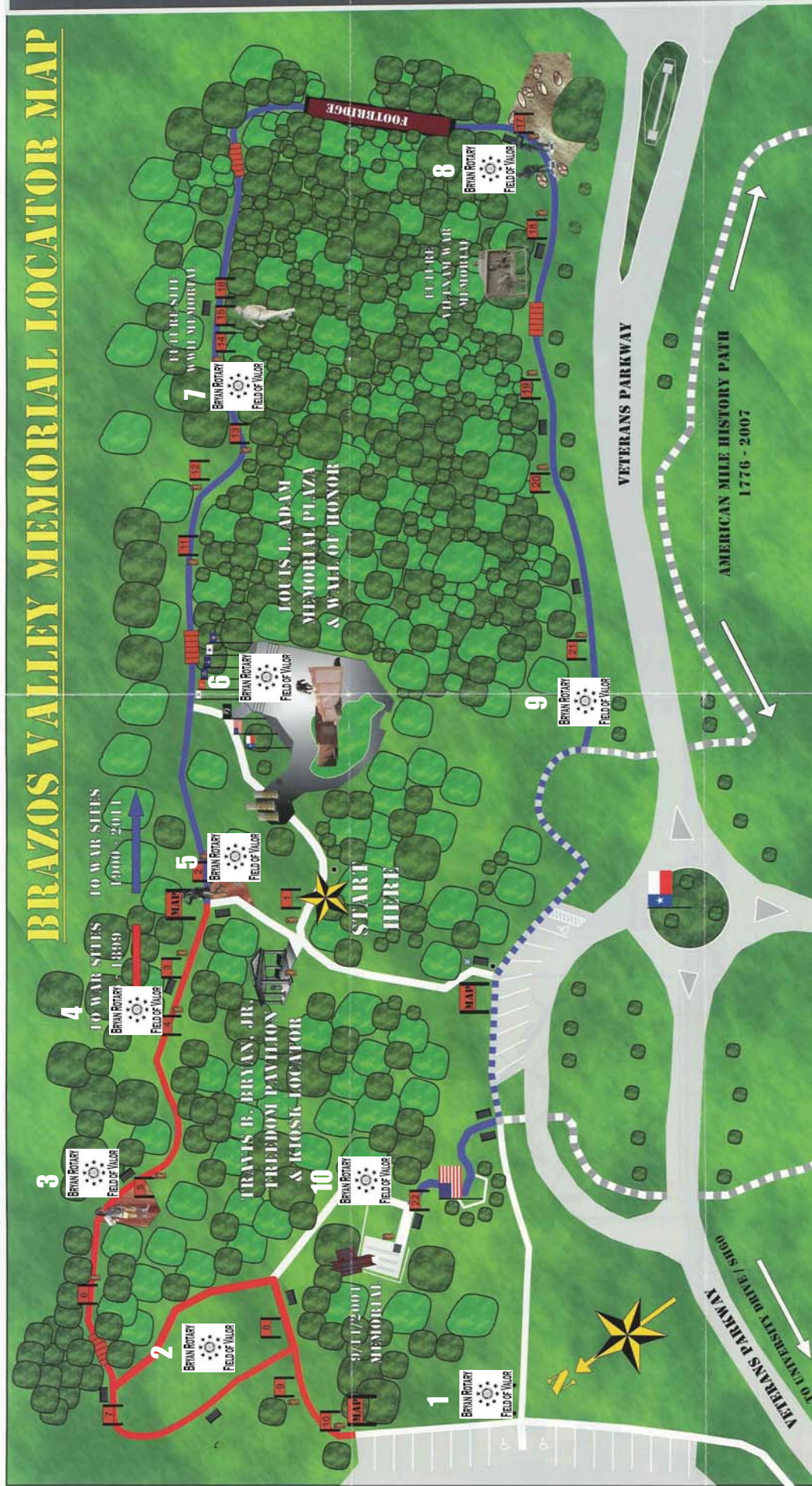
[Demonstrate by walking to the metal piece, going counter-clockwise around the monument, place your hand briefly, and then walk all the way around to make way for the others to follow.]

BRYAN ROTARY FIELD OF VALOR

5TH GRADE FIELD TRIP STATIONS

TOUR STOP	DESCRIPTION
1	FIELD OF VALOR PURPOSE & PLEDGE THE FLAG
2	CIVIL WAR FENCE DIVIDE
3	TEXAS INDEPENDENCE
4	WAR OF 1812 AND NATIONAL ANTHEM
5	REVOLUTION & DECLARATION OF INDEPENDENCE
6	MEMORIAL & HOLIDAYS
7	WWI & WWII: READ, RECORD, REPORT
8	KOREA/VIETNAM: STOPPING THE SPREAD OF COMMUNISM
9	BRICKS OF HISTORY: READ, RECORD, REPORT
10	9/11 MEMORIAL & MOMENT OF SILENCE

BRAZOS VALLEY MEMORIAL LOCATOR MAP



HISTORY PANELS



RED PATH

1. Lynn Stuart Pathway Introduction
2. Revolutionary War (1775 - 1783)
3. Indian Wars (1790 - 1891)
4. War of 1812 (1812 - 1815)
5. War for Texas Independence (1835 - 1836)
6. Mexican War (1846 - 1848)
7. Civil War - North (1861 - 1865)
8. Civil War - South (1861 - 1865)
9. Spanish American War (1898)
10. Philippine Insurrection (1899 - 1913)

BLUE PATH

11. China Relief Expedition (1900 - 1901)
12. Mexican Border Service (1846 - 1848)
13. World War I (1917 - 1918)
- 14 - 16. World War II (1941 - 1945)
17. Korean War (1950 - 1953)
18. Vietnam War (1965 - 1973)
19. Expeditionary Operations (1965 - 1990)
20. Southwest Asia War (1990 - 1995)
21. Kosovo War (2000)
22. Global War on Terrorism (2001 - Present)



Trash Receptacle



Water Fountain



Benches



Granite Markers

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