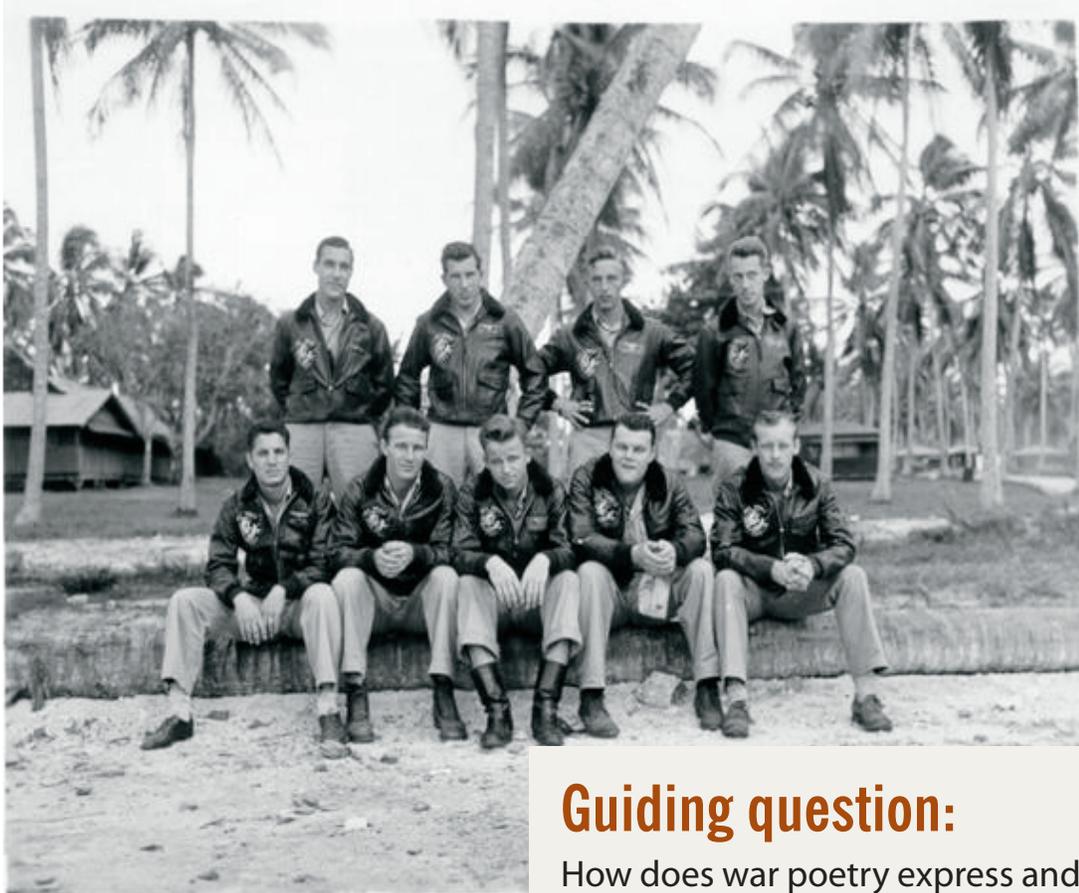




UNDERSTANDING
SACRIFICE

Activity: The Song of War: Poetry from the Pacific Theater



Guiding question:

How does war poetry express and communicate the experiences of service members?

DEVELOPED BY JENNIFER CAMPLAIR

Grade Level(s): 6-8, 9-12

Subject(s): Language Arts, Social Studies

Cemetery Connection: San Francisco National Cemetery, Manila American Cemetery

Fallen Hero Connection: Motor Machinist's Mate First Class Clayton Lloyd London



NHD
NATIONAL
HISTORY DAY

ROY ROSENZWEIG
Center FOR
History AND
New Media

Overview

Using poems as primary sources, interactive technology from the American Battle Monuments Commission, and photography from Manila American Cemetery, San Francisco National Cemetery, the National Memorial Cemetery of the Pacific, the USS *Oklahoma* Memorial, and Corregidor Island, students will analyze poems in their historical context and produce Found Poetry.

Historical Context

In late 1942, U.S. Marines took part in the Solomon Islands Campaign in the Pacific, also known as Guadalcanal. This was the beginning of the land offensive against Japan, and after almost one year of fighting, the Allies came away with their first major offensive victory. The U.S. Army, Marine Corps, and Navy fought a virtually unknown enemy at great risk and cost. The victory at Guadalcanal provided an airfield for aviation support and laid the foundation for the continuing counteroffensive in the Pacific. Following the battle, Guadalcanal served as an airfield and staging base for Allied forces in the region.

Objectives

At the conclusion of this lesson, students will be able to

- Identify common themes or ideas in war poetry;
- Predict and analyze how poetry differs from other forms of journalism during World War II; and
- Create a found poem focused on a theme identified in the poetry.

Standards Connections

Connections to Common Core

CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

“The personal stories and poetry collected by Dr. William Livingood, stationed with a Marine Fighter Squadron known as the Hell Hawks in the Solomon Island Campaign, shared all aspects of Marines’ struggles during war. This was inspiring because it was common men dealing with highly uncommon situations.”
— Jennifer Camplair

Camplair teaches at Lorena High School in Lorena, TX

CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.RH.9-10.3 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.

Connections to C3 Framework

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

Documents Used ★ indicates an ABMC source

Primary Sources

Anonymous, "Up There in the Skies," April 17, 1943
The Hell Hawks Poems : Poems from the War in the South Pacific
 Published by John Livingood, 2011

Captain T. H. Brown III, "In Memoriam," "The Only Way to Win", "Why," "In Flight," "Letter to:,"
 April 13, 1943
The Hell Hawks Poems : Poems from the War in the South Pacific
 Published by John Livingood, 2011

"Over the Horizon," April 13, 1943
The Hell Hawks Poems : Poems from the War in the South Pacific
 Published by John Livingood, 2011

Private James G. Hall, "Edson's Ridge," April 13, 1943
The Hell Hawks Poems : Poems from the War in the South Pacific
 Published by John Livingood, 2011

Secondary Sources

World War II: An Interactive History ★
 American Battle Monuments Commission
https://abmc.gov/sites/default/files/interactive/interactive_files/WW2/index.html

Materials

- T4 SCOUT Handout
- T4 SCOUT Answer Key
- Found Poetry Instructions and Rubric
- Photographs for Found Poetry
- Computer with internet capability and projector to access *World War II: An Interactive History*
- Markers and large chart paper for each group (optional)

Lesson Preparation

- Make one copy of the poem “In Flight” for each student.
- Divide each class into five groups.
- Choose one poem for each group. Make enough copies for groups throughout the day.
 - **Teacher Tip:** Read the poems ahead of time and choose poems at an appropriate level of difficulty for your students.
- Make two copies of T4 SCOUT Handout for each student.
- Make one copy of the Found Poetry Instructions and Rubric for each student.
- Make one set of Photographs for Found Poetry for each group of five or six students.
- Set up classroom technology and test all online resources before class.

Procedure

Activity One: Historical Context (30 minutes)

- Brainstorm
 - Make a T-chart on the board (or have students make one in their notes) and ask students to brainstorm the characteristics of war poetry versus other non-fiction genres that could be produced during a war (newspapers, diaries, non-fiction history, etc).
 - Urge students to consider tone, imagery, audience, author’s purpose. Ask them, *Why would an author choose a particular genre?*
 - Write down all ideas from students. This is a “brain dump” and should be interactive.
- Project the *World War II: A Visual History* Interactive. Click “enter,” then “1942,” then “Guadalcanal.”
 - Watch the clip and have students turn and talk with partners about two observations from the clip.
 - Read aloud the summary of the Guadalcanal Campaign.
 - Ask the students, *What was the importance of this island? What conditions would make fighting difficult?*
 - **Teacher Tip:** Stress the importance of the airfield on Guadalcanal and note countries involved in this battle and the length of the campaign.

- Project a copy of the T4 Scout Handout on the board.
- Distribute a copy of the poem, “In Flight” and a blank T4 Scout Handout to each student.
- Model the analysis of the poem “In Flight” using the T4 SCOUT analysis of poetry. This is best done on an overhead and as a think aloud. To model:
 - Read through poem once aloud.
 - Model annotation of the poem to students.
 - Note important details and literary devices.
 - Focus on theme and connect into common themes of war poetry.
 - Ask students to follow along with the teacher, filling out the T4 SCOUT Handout.
 - **Teacher Tip:** A T4 Scout Answer Key for the poem “In Flight” is provided to assist you.

Activity Two: War Poetry Analysis (30 minutes)

- Divide the class into five groups.
- Give each group a copy of a Hell Hawks poem and a T4 SCOUT Handout. You can assign a poem to each group or allow student groups to select a poem.
- Ask each student group to complete the T4 SCOUT Handout for the poem they have been assigned. They can complete on regular paper or on a large sheet of chart paper if desired.
- Share (verbally or through a gallery walk) their poems and analysis with the class.

Assessment: Found Poetry (45 minutes)

- Divide students into groups of five or six students each.
- Review the themes found in war poetry discussed previously.
- Distribute one copy of the Found Poetry Instructions and Rubric to each student.
- Distribute one set of Photographs for Found Poetry to each group.
- Review the directions and rubric and check for understanding.
 - **Teacher Tip:** Examples of found poetry can be found at: <https://historytech.wordpress.com/2008/09/26/tip-of-the-week-found-poetry/>.

Methods for Extension

- Teachers can assign a piece of nonfiction reading about World War II. After reading the nonfiction piece, students can use a T4 SCOUT Handout to compare their poem with the nonfiction piece. Students can write an essay comparing and contrasting the differences between the nonfiction selection and the poetry.
- Students with more interest in the Hell Hawks and Doc Livingood can visit the website <http://www.vmf-213.com/>.
- Teachers can enhance students’ interest in literature and journalism in World War II by

exploring the related lesson plans on ABMCEducation.org:

- [History and Journalism: Examining the Events of World War II Through a Journalistic Lens](#)
- [Words of War](#)

Adaptations

- Students can complete the assessment as a group.
- Teachers can assign poems on basis of reading level.

Hell Hawks Poetry

IN FLIGHT

In flight I seek and find fair Heaven's prize,
As free of care I skim the earth below,
And speeding, darting, playing learn to know
The freedom God created in the skies.
Scenes only Heaven yields can thrill these eyes
Which from on high have seen the sunset's glow,
The birth of stars and planets row on row,
And beauties God to earth-bound man denies.
For I have lived with birds and clouds and stars,
And shared the secrets known to air-borne things;
And soared far beyond the hold of man-made bars,
And felt vast power surging through my wings.
In flying I have transcended man's estate,
And found through space a path to Heaven's Gate.

A Sonnet
Guadalcanal, May 7, 1943
Capt. T.H. Brown

Hell Hawks Poetry

Up There in the Skies

“What do you find up there in the Skies?

I said.

He smiled to himself; and then lowered his head.

“There is quiet in the skies.

I know--for I've been there.

There is peace, too;

But not now:

“There is happiness in the skies.

I know--for I've felt it.

There is revenge, too--

In our vow.

“There is beauty in the skies.

I know--for I've seen it.

There is war, too,

And death, now:

Quiet, peace, happiness, and beauty--
these will last

The many ages through where all hate
is past.”

Guadalcanal, April 17, 1943

Hell Hawks Poetry

IN MEMORIAM-

WADE H. BRITT, Jr.
Major, USMC,
CO of VMF-213

There's no one can take his place
In the hearts of us one and all.
The high and low; the best and worst
Must go when He gives the call.

And now the best of us all is gone--
And it's no disgrace to weep,
But we'll carry on as he taught us to,
While he guides us from his sleep.

Guadalcanal, April 13, 1943
Brown

Hell Hawks Poetry

WHY?

Death Calls!

Some go--

And in going haven't time to pause a

bit and think

Of the things they leave behind them:

The sun - a woman's kiss - a long and

cooling drink.

Death calls!

Some stay-

And in staying pause, ponder a bit and

think;

Then return to the things that are left them:

The sun - a woman's kiss - a long and

cooling drink.

Guadalcanal, April 13, 1943

Brown

Hell Hawks Poetry

Letter To:

Dear Mother, Father, Sister, Wife, and Friend
Of that fine boy who flew away to die,
Who fought for right and freedom in the sky,
And fighting, prove his worth - and met his end;
I write this message Billy asked I send.
The bravery of his words and feeling my
Poor efforts can't convey; but still I'll try.
"If I should go, this favor you can lend,"
He said, "Please tell them life was not in vain,
For all it's riches it has showered on me.
I've worked and played; I've loved, was loved. The pain
Death leaves with them my one regret will be.
They've made my life complete, though short its span."
He died for his belief. He died a man.

A Sonnet
Guadalcanal, June 24, 1943
Brown

Hell Hawks Poetry

EDSON'S RIDGE

"--- who's there!" - a shot! Machine guns
stuttered--

That's just the way it started,
That holocaust of blood and flame,
Where weary pals were parted.

"They're down below and on our flanks"
This word was passed about,
When suddenly from on our left,
There came this awful shout

"They've fixed their steel and here they
come,

A runnin' and a screamin'!
Hold your ground and give 'em hell,
And cut them till they're streamin'"

Three times they came and thrice they
fell,

Bewildered, beaten-, broken;
And then they knew, and knew it well-,
That Edson's men weren't jokin'!

Many were the men we lost,
That bloody hellish night;
But through that blood and hell
WE FOUGHT

And fought with all our might.

Then came the silence of the dawn,
The dawn that we had prayed for.
The battle's won!--And rest is here;
The rest that we made way for.

The Jap's, I doubt, will ne'er forget
That night they tried to raid us.

When asked who beat them at their
game,

They'll utter, "Edson's Raiders!"

Pvt. James G. Hall

Hell Hawks Poetry

THE ONLY WAY TO WIN

It takes a little courage,
And a little self-control,
And some grim determination,
If you want to reach a goal.

It takes a deal of striving,
And a firm and stern set chin,
No matter what the battle,
If your really out to win.

There's no easy road to glory,
There's no rosy road to fame,
Life, however we may view it,
Is no simple parlor game.

But it's prizes call for fighting,
For endurance and for gut,
For a rugged disposition
And a "don't know when to quit".

Anonymous
(possibly by Captain Brown)

Hell Hawks Poetry

OVER THE HORIZON

There's a story that needs telling
Of our friends that don't come back
Of the boys who've left our Hell Hawks
Of the comrades that we lack.

There was Britt and Tate and Eckart,
There was Peck and Pancho too.
Every one of them is gone now,
But their memories follow through.

When the legends that will follow
Are all spun in years to come,
We will talk of these dead heroes,
They who died to sink the Sun.

Was there ever a squadron so gifted
As were we with Britt to lead?

Was there ever a squadron struck
harder

By a more ill-fated deed?

A man loved as well as respected
From the low to high in ranks

To have known and followed this leader
Was an honor. We give our thanks.

Then of Tate we'll all remember
How he grinned and laughed away
All the luck misfortune sent him
Up until that fateful day.

And of Eckart, unassuming
With his pipe and quiet way
Of the four who turned back forty
It's for Lee we stopped to pray

Next of those whose name we honor
Was a boy in years and ken,
But he flew and fought a veteran;
Peck was liked by all his men.

There is naught but good to say now
Of the one shot down in flame.
All the oldest of the Hell Hawks
Will long honor Poncho's name.

Hell Hawks Poetry

OVER THE HORIZON cont.

That's the story needed telling
Of our friends who won't come back.
There are others who are missing,
Other comrades that we lack.

There is Winnia and Spoede,
There is "Bluebeard" Votaw, too
There's a chance they'll be returning
And we fondly pray they do.

Tho' we've gotten 67,
And we've only lost these 8
And these 8 are all we've lost
We'd return the 67,
For not one is worth the cost.

Brown

T4 Scout Handout

Student Name:

T1 Title:

T2 Topic:

T3 Tone:

T4 Theme:

Specifics:

Comparisons:

Organization:

Unusual:

Theme Examples:

T4 Scout Answer Key

T1 **Title:** Students should think about the title. Is it symbolic? Does it reference something else or give the reader a hint of what is to come? Revisit the title after reading the poem.

T2 **Topic:** Make a list of topics this covers. This should be broad and usually universal ideas (love, war, death, loss etc.).

T3 **Tone:** The writer's attitude toward the subject.

T4 **Theme:** Using one of the topics, develop a sentence that encompasses the theme of the poem. This should be universal and not too specific.

S **pecifics:** Look for common literary devices found in poetry: alliteration, imagery, personification, parallel structure, metaphor, simile etc. Consider the significance and role they play in the poem.

C **omparisons:** What does the poet compare or contrast and what is the significance?

O **rganization:** What is the structure of the poem? Is there a set form or rhyme scheme? What effect does that have on the poem? What person is the poem written in?

U **nusual:** Is there anything that jumps out as unusual in the poem?

T **heme Examples:** What is evidence from the text that proves the theme?

T4 Scout Answer Key cont.

T1 Title: "In Flight"

T2 Topic: love of flying, honoring the joy and fulfillment found in flying, finding what fulfills a person can be a religious experience

T3 Tone: tone remains the same throughout--religious, appreciative, thankful "Heaven's prize," "free of care," "found space...to Heaven's gate"

T4 Theme: Finding what fulfills you can be a religious experience even in the midst of hard times (war).

Specifics: alliteration - "shared," "secrets," "soaring" = sound of a plane, Imagery- sunset's glow = peace, "Birth of stars & planets" = personification, "Speeding," "darting," "playing" = parallel structure, "Man's estate" = metaphor, "Heaven's gate" = allusion

Comparisons: man's insignificance compared to God's power, Heavenly vs. earthly, Man-made (plane) vs. nature, Man vs. heaven, Earth vs. sky

Organization: sonnet-- ABBA CDDC EFEF GG (usually a form used to express love and passion), First person "I seek"

Unusual: in the midst of war pilot has profound peace, Idealistic view of war? No indication or reference of resentment or cynicism

Theme Examples: "shared secrets known to airborne"; "Soared far beyond the hold of man-made bars" takes the author beyond the chains of daily life, "Transcended... path to heaven's gate"

Found Poetry Instructions and Rubric

1. Choose a theme on writing about war from the previous class discussion (honor, character, bravery, fear, etc.).
2. Look at the pictures and circle or highlight a list of words, details, and phrases that reflect your theme and the historical time period. Choose the most powerful, moving, and interesting words.
3. List these words in the order they were found (skipping lines) making sure each word supports the theme and tone you want to convey.
4. You can make minor changes to create the poem--punctuation, tenses, plurals or possessives and capitalization. Add words if necessary for poem to make sense.
5. Make sure you edit and revise and give your poem a title.

	Advanced	Proficient	Basic	Emerging
Diction	<ul style="list-style-type: none"> Selected words are powerful and moving. The progression of words is uninterrupted and smooth. There are no unnecessary words in the poem. 	<ul style="list-style-type: none"> Selected words are strong and logical. The progression of words is mostly smooth. There are a few unnecessary words in the poem. 	<ul style="list-style-type: none"> Selected words are somewhat logical, some choices are confusing. The progression of words may stumble or be unclear. There are many unnecessary words in the poem. 	<ul style="list-style-type: none"> Selected words are illogical or do not make sense. The progression of words is confusing. There are many unnecessary words in the poem.
Theme	<ul style="list-style-type: none"> The theme is clear and supported by all word choices. 	<ul style="list-style-type: none"> The theme is clear. 	<ul style="list-style-type: none"> The theme is somewhat clear and supported by some word choices. 	<ul style="list-style-type: none"> The theme is not clear and not supported by all word choices.

Photographs for Found Poetry

San Francisco National Cemetery

SAN FRANCISCO NATIONAL CEMETERY

Presidio

When the United States took possession of California in 1846, U.S. troops seized the old fort—which the Spanish called Presidio de San Francisco. In November 1850, this land was set aside as a U.S. military reservation by presidential executive order. During the Civil War, Union troops began to convert the former Spanish-Mexican post into a modern army facility.

Construction began in earnest in 1862. A new parade ground, 150 yards wide and 550 yards long, formed the core of the post. New frame buildings faced onto this open space. The buildings, typical of posts west of the Mississippi River, included barracks, chapel, bakery, officers' quarters, offices, and maintenance shops. The facility was manned throughout the Civil War, but Confederate forces were never a threat.

The Presidio was designated a National Historic Landmark in 1962.



The Presidio in 1854. Library of Congress.



Unidentified veterans at the Pacific Coast Garrisons Monument, c. 1897. National Park Service, Golden Gate National Recreation Area Archives.

Medal of Honor Recipients

Four long-lived Civil War Medal of Honor recipients who died in the twentieth century are buried here.

Maj. James Coey, 147th New York Infantry, seized the regimental colors and led an advance on the enemy that inspired a brigade to follow. Though wounded, he rallied the line twice at Hatcher's Run, Virginia, February 6, 1865 (Section OS, Grave 89-1).

Sgt. James Congdon (Madison), 8th New York Cavalry, recaptured Gen. George Crook's headquarters flag at Waynesboro, Virginia, March 2, 1865 (Section OSA, Grave 15-7).

Maj. Oliver D. Greene, U.S. Army, formed men into columns while under heavy fire and positioned them at Antietam, Maryland, September 17, 1862 (Section OS, Grave 49-8). Greene retired in 1898 with the rank of colonel.

First Lt. William Rufus Shafter, 7th Michigan Infantry, was wounded when he led a charge across an open field. He hid his injuries for three days until other wounded had left Fair Oaks, Virginia, May 31, 1862 (Section OS, Grave 30-3). Shafter later joined the Regular Army. He was promoted to brigadier general in May 1898 and led troops in Cuba during the Spanish-American War.



Civil War Army Medal of Honor. Gettysburg National Military Park.

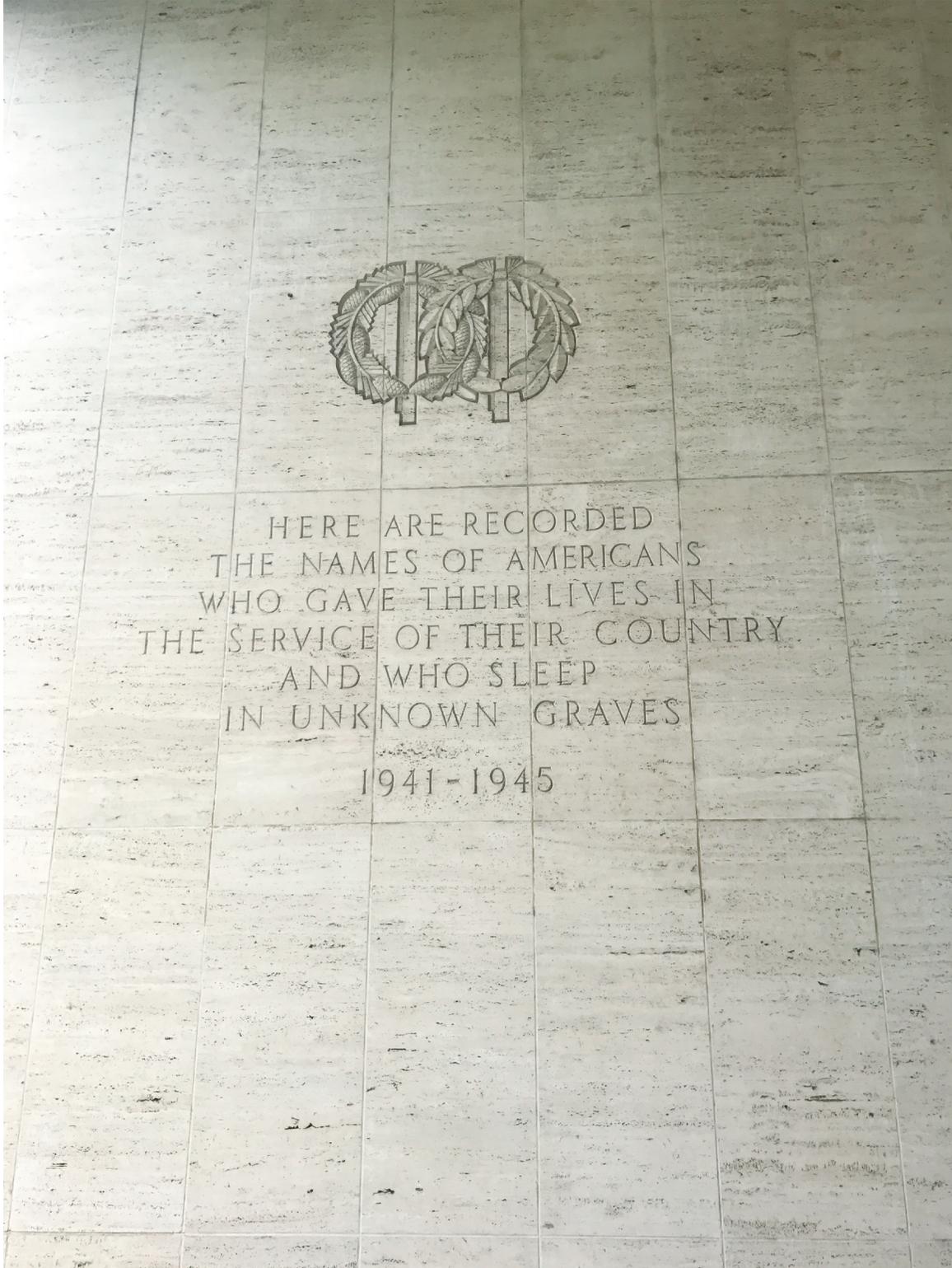


U.S. Department of Veterans Affairs
National Cemetery Administration

To learn more about benefits and programs for Veterans and families, visit www.va.gov

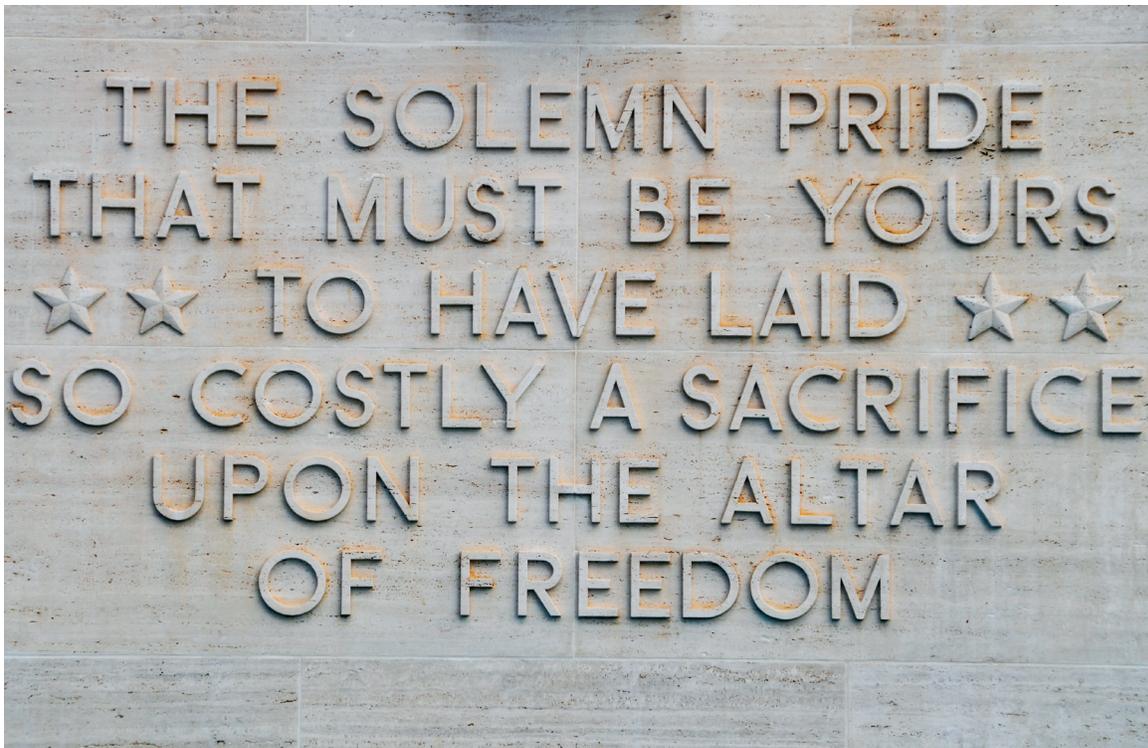
Photographs for Found Poetry cont.

Manila American Cemetery



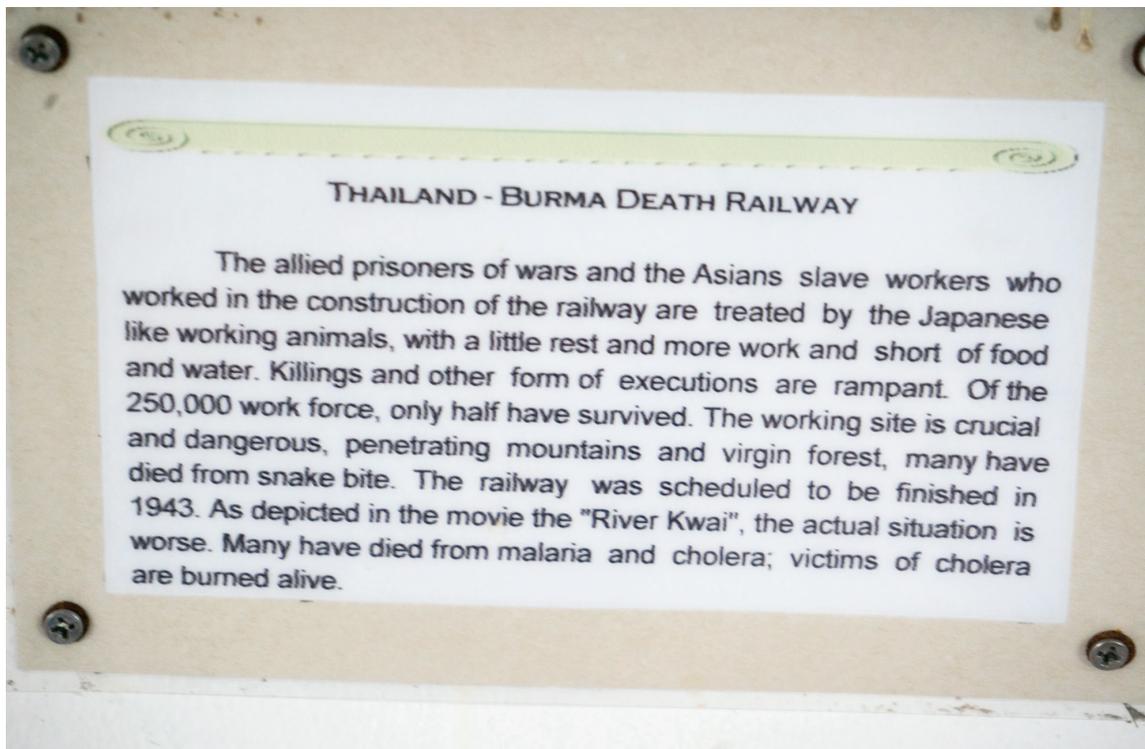
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National Memorial Cemetery of the Pacific



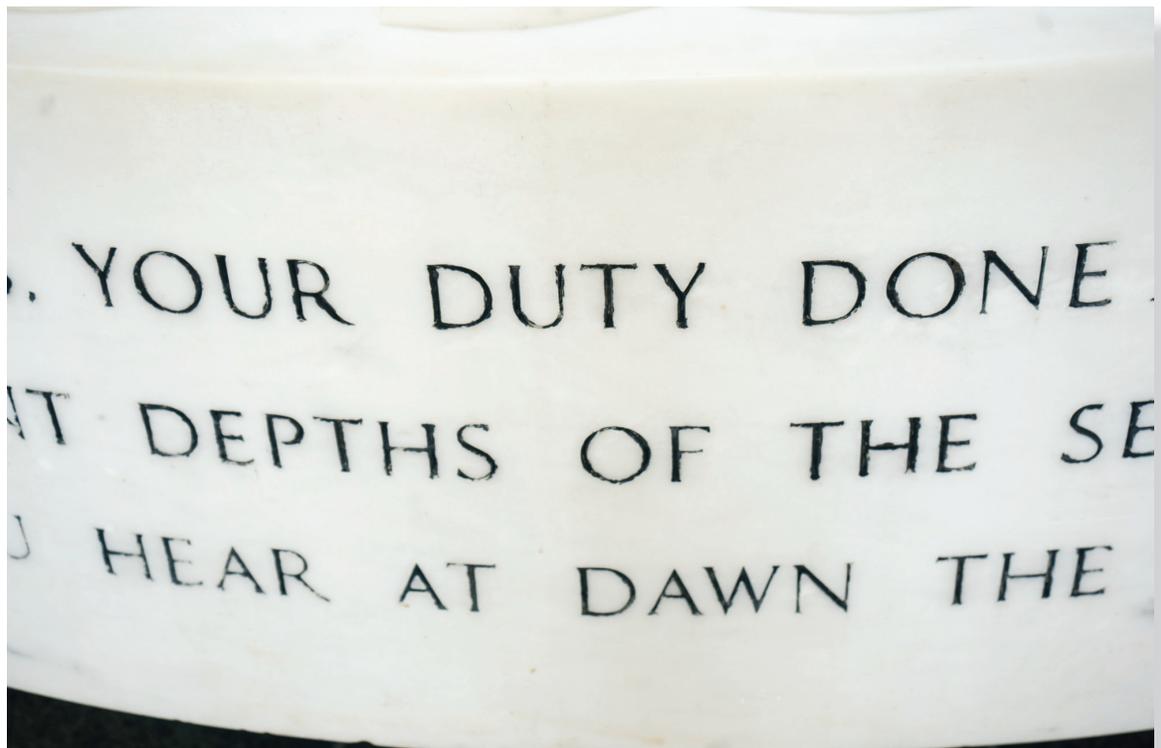
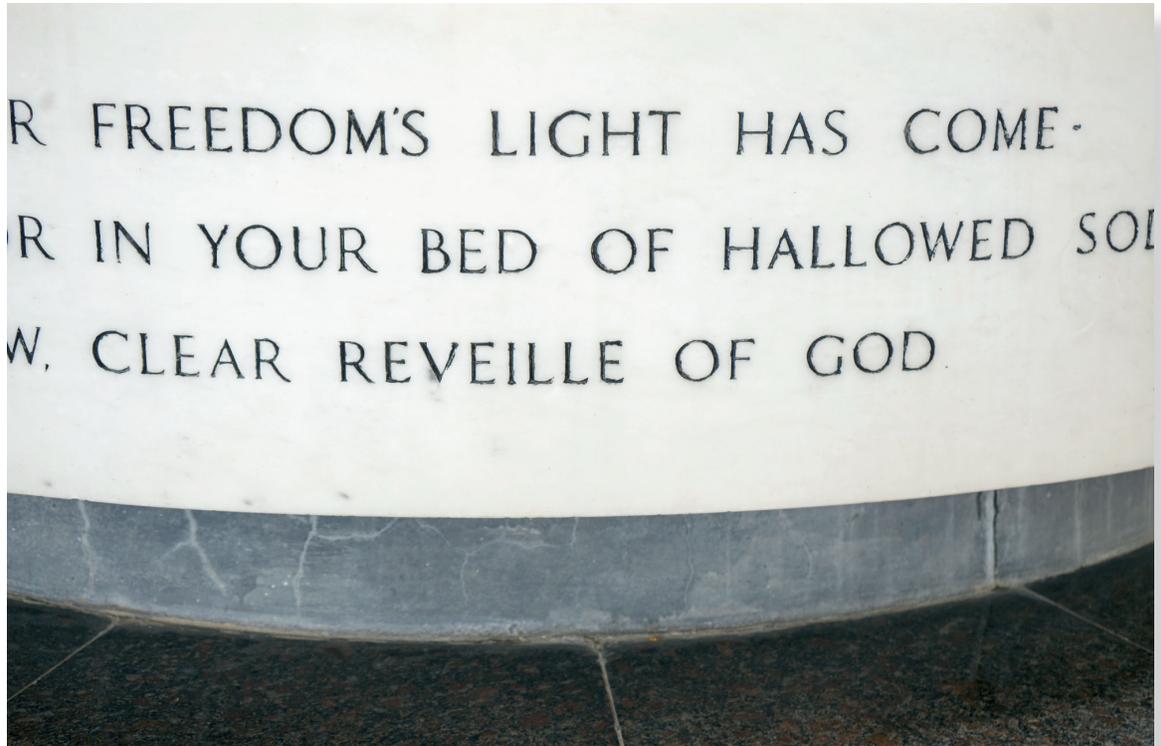
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Corregidor Island



Photographs for Found Poetry cont.

Corregidor Island cont.



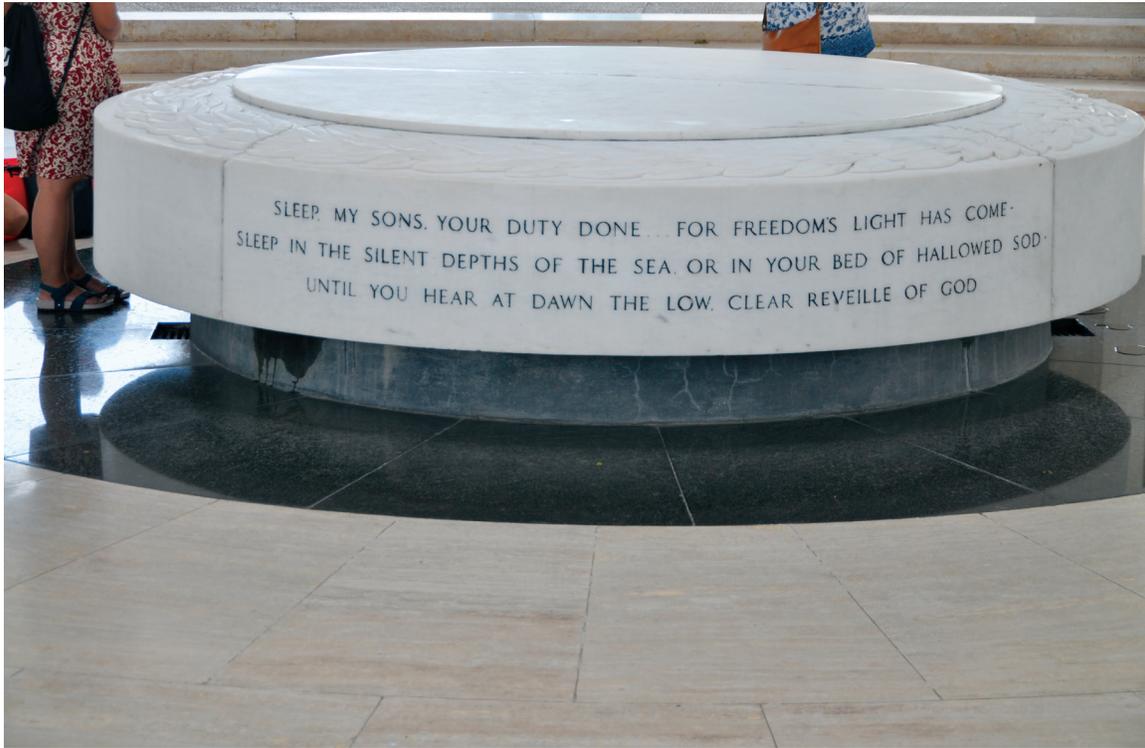
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Corregidor Island cont.



Photographs for Found Poetry cont.

Corregidor Island cont.



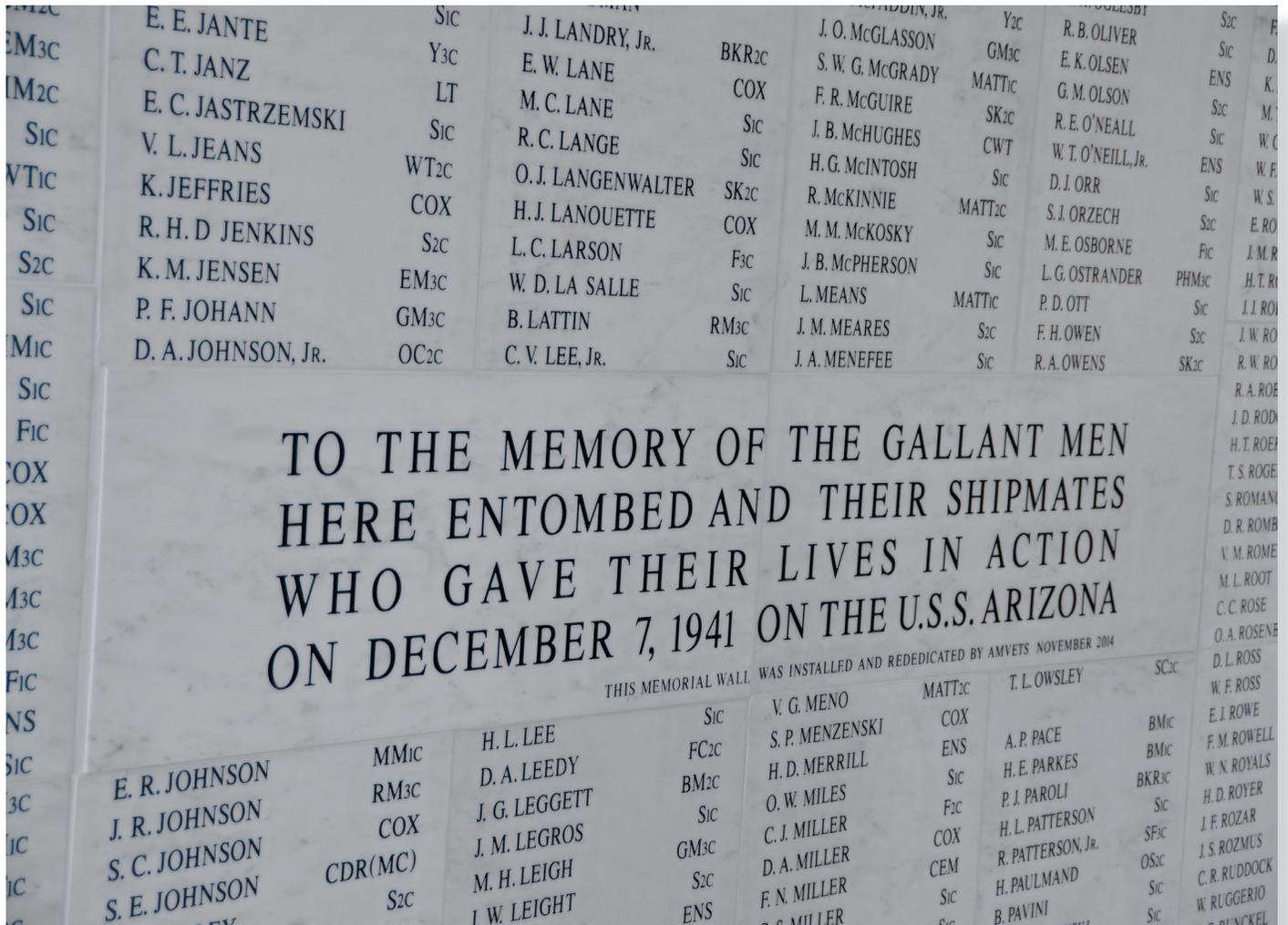
Photographs for Found Poetry cont.

USS Oklahoma Memorial



Photographs for Found Poetry cont.

USS Arizona Memorial



Photographs for Found Poetry cont.

USS Bowfin Memorial

