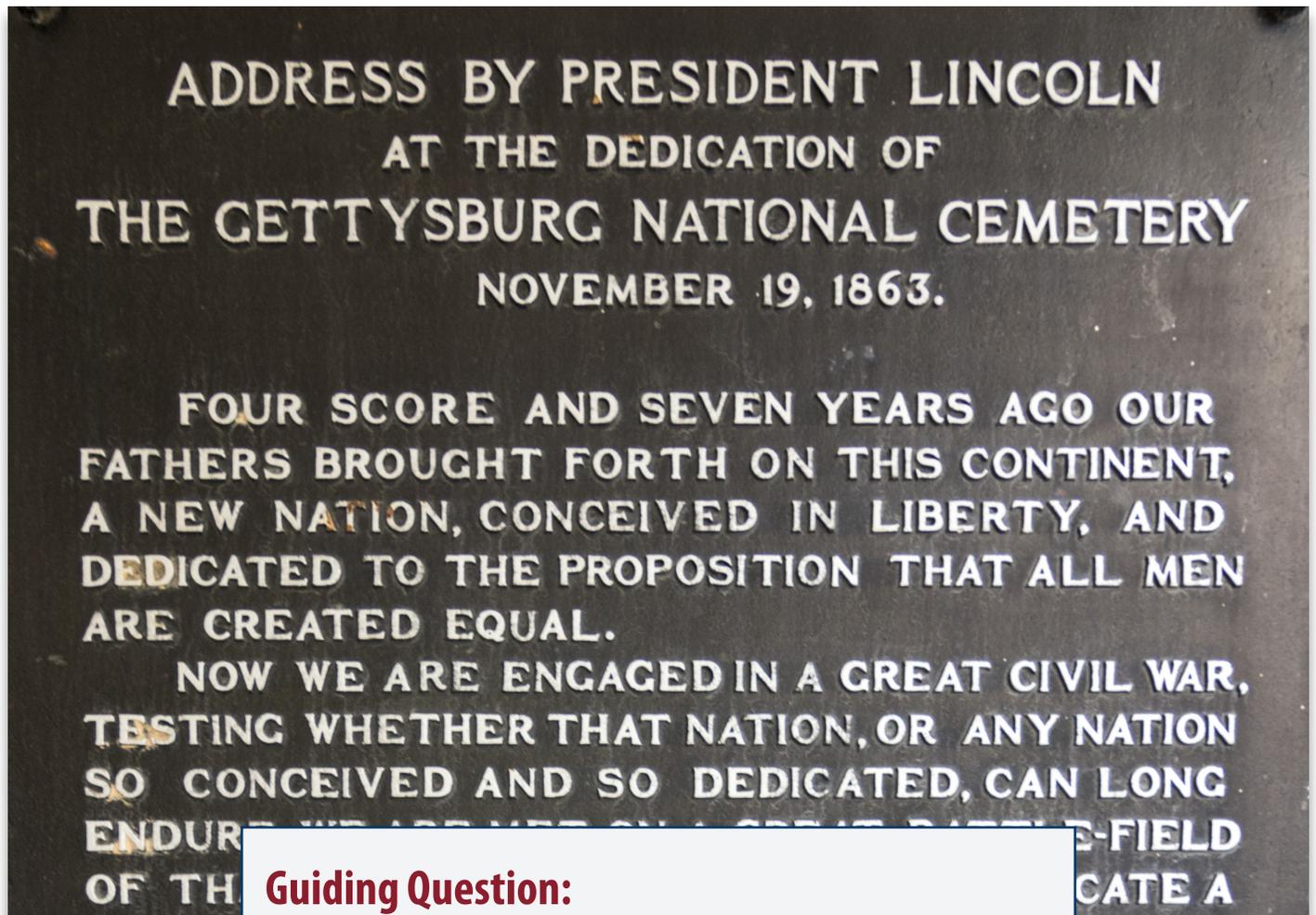


# The Gettysburg Address and Personal Responsibility:

How Ordinary Citizens Answer the Call of Duty to Protect Our Human Rights of  
Freedom and Equal Treatment Under the Law

DEVELOPED BY MARGARET HOLTGREIVE



## Guiding Question:

What is our responsibility for protecting both the freedom and equality of others?



**ROY ROSENZWEIG**  
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## Overview

During a visit to the Southern Wisconsin Veterans Memorial Cemetery, students will discover the importance of Lincoln's Gettysburg Address, compare the American Civil War to the Korean War, and identify one action they can commit to in order to support the freedom or equality of someone they know.

## Objectives

At the conclusion of this activity, students will be able to:

- Understand commonalities between the veterans buried at Southern Wisconsin Veterans Memorial Cemetery and those buried at Gettysburg, Pennsylvania; and
- Come up with one piece of action they are individually willing to take in the next year to help support the freedom or equality of someone they know.



*I wrote this particular lesson plan because I believe the concepts of both freedom and equality are the cornerstone of our American democracy. These concepts can never be perfected, and the debate of how to ensure these rights will continue for as long as we hold them to be important. The text of the Gettysburg Address sits overlooking the cemetery. This will offer the opportunity to honor all of the veterans buried here before we focus on our identified Korean War veteran, Sergeant Arthur J. Anich.*

— Margaret Holtgreive

**Holtgreive teaches at Ronald W. Reagan College Prep High School in Milwaukee, Wisconsin.**

## Spotlight: Southern Wisconsin Veterans Memorial Cemetery

Situated on state-owned farmland at the Southern Wisconsin Center, the 105-acre cemetery site encompasses gently rolling hills with serene, natural beauty. Currently the 5th busiest State cemetery in the Nation averaging 900 to 1000 services annually. The cemetery has undergone multiple expansion phases since Ground breaking occurred for the cemetery on Memorial Day May 24, 1996. The cemetery and the administrative building were officially dedicated on May 31, 1998.

### VETERANS LEGACY PROGRAM

# Standards Connections

## Connections to Common Core

**CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

**CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

## Documents Used

### Primary Sources

Abraham Lincoln, *The Gettysburg Address*, 1863

Arthur Joseph Anich Eulogy, July 30, 2007  
Courtesy of the Anich Family

Photograph, Mary Patricia Anich, March 8, 2018  
*Milwaukee Journal Sentinel*

<https://www.legacy.com/obituaries/jsonline/obituary.aspx?n=mary-patricia-anich&pid=188421906&fhid=5686>

Photograph Collection, Arthur Joseph Anich, 1947- 2007  
Courtesy of the Anich Family

### Secondary Sources

"Eligibility Requirements and Pre-Registration Program"  
State of Wisconsin, Department of Veterans Affairs  
<https://dva.wi.gov/Pages/memorialsBurials/CemEligibility.aspx>

"Korean War," HISTORY®  
<https://www.history.com/topics/korean-war>

Veteran Profile, Sergeant Arthur J. Anich  
National Cemetery Administration  
<http://cem.va.gov/legacy/>

# Materials

- What Would Arthur Anich Do?

# Activity Preparation

- Become familiar with the layout of the Southern Wisconsin Veterans Memorial Cemetery.
- Make one teacher copy (or have available on personal electronic device) of the following:
  - What Would Arthur Anich Do?
  - Arthur Joseph Anich Eulogy

# Procedure

## Activity One: The Gettysburg Address (15 minutes)

- Gather around the Gettysburg Address plaque just outside the visitors center. Direct students to look out over the cemetery.
- Talk with the students about general impressions of what they are seeing.
- Explain that both military service and Wisconsin state residency requirements must be met in order to be buried in a state of Wisconsin Veterans Cemetery.
  - Military service requirements are:
    - Discharged from active duty under other than dishonorable conditions;
    - Died while on active duty; or
    - Served at least 20 years in the National Guard or Reserves and qualified for retirement pay (or would have qualified except death occurred before age 60).
  - Wisconsin state residence requirements are:
    - Wisconsin resident at the time of entry or re-entry into military service;
    - Wisconsin resident at time of death; or
    - Wisconsin resident for at least 12 consecutive months after entering or reentering service on active duty.
  - There is no residency requirement for a veteran who dies while on active duty.
  - Spouses and dependent children are also eligible for interment.

- Read or ask a student to read Abraham Lincoln's Gettysburg Address. Lead the students in a discussion using the following questions:
  - *President Lincoln stated that "...all men are created equal." Why? Was that true in the 1860s? Is it true today?* Possible answers include:
    - Slavery was still legal and practiced in many states prior to the Civil War.
    - Slaves were not considered citizens of the United States and had no rights or legal protection.
    - Equality is not ensured today as many people have varying amounts of resources and access to goods and services.
  - *For what reasons was the Civil War fought? Were these just cause for war?* Possible answers include:
    - Slavery
    - Economic differences between the northern and southern states
    - The election of Abraham Lincoln to the presidency and subsequent secession of southern states.
  - *Abraham Lincoln also stated that "...these dead should not have died in vain..." What can we do to make sure they did not?* Possible answers include:
    - Treat people fairly.
    - Provide basic necessities for those in need.
    - Ensure human rights for all.
    - Require the government to follow the Constitution, state and local laws and change those laws if they are found to be unjust.
  - *What connections can we make from the Gettysburg Address, the Civil War, and concepts of freedom and equality? What does freedom mean? What does equality mean? Can these ideas co-exist?* Possible answers include:
    - Freedom—power, rights, and privileges enjoyed by an individual or group.
    - Equality—identical treatment in society. The availability of opportunities and shared common wealth that arise from a shared sense of reciprocal duty.
    - Too much freedom for some can threaten equality for all. But the quest for equality can limit individual freedoms. How do we find a balance?

## Activity Two: Comparing the U.S. Civil War to the Korean War (15 minutes)

- Read the following synopsis of the Korean War to the students to provide a very basic understanding about the Korean War.
  - *“On June 25, 1950, the Korean War began when some 75,000 soldiers from the North Korean People’s Army poured across the 38th parallel, the boundary between the Soviet-backed Democratic People’s Republic of Korea to the north and the pro-Western Republic of Korea to the south. This invasion was the first military action of the Cold War. By July, American troops had entered the war on South Korea’s behalf. As far as American officials were concerned, it was a war against the forces of international communism itself. After some early back-and-forth across the 38<sup>th</sup> parallel, the fighting stalled and casualties mounted with nothing to show for them. Meanwhile, American officials worked anxiously to fashion some sort of armistice with the North Koreans. The alternative, they feared, would be a wider war with Russia and China—or even, as some warned, World War III. Finally, in July 1953, the Korean War came to an end. In all, some 5 million soldiers and civilians lost their lives during the war. The Korean peninsula is still divided today.”*

-HISTORY®

- Ask the following questions to check for student understanding:
  - *In what ways was the Korean War similar to the American Civil War? In what ways is it different?* Possible answers include:
    - The American Civil War was American citizens fighting American citizens.
    - The Korean War was originally citizens of North Korea and South Korea fighting each other. The United States intervened on behalf of South Korea while China and the Soviet Union intervened in support of North Korea.
    - The issue of slavery was a motivator for the American Civil War.
    - South Koreans were fighting for the right to govern without interference from the North.
  - *How can it be said that the Americans helped preserve freedom and equal treatment by serving in Korea?* Possible answers include:
    - The perceived risk from the threat of communism was the reason the United States got involved in Korea.
    - The idea that the United States fought to prevent the spread of communism into South Korea signaled to the world we supported autonomous rule for the South Koreans.

### Activity Three: Sergeant Arthur J. Anich (30 minutes)

- Walk toward Section A of the cemetery. Encourage students to examine headstones along the way and consider what sacrifices those buried might have made for our freedom and equality.
- Stop when you arrive at Section A. Use the What Would Arthur Anich Do? document to lead students through the short activity during which they will answer six questions about the life of Arthur Anich. Show students the pictures that connect to the various phases of Anich's life. Select one of the students who correctly answered the most questions to read his eulogy at the end of this activity.
- Locate Sergeant Arthur Anich's grave, Section A, Site 601. Point out that his wife, Mary Patricia Anich, is buried there as well. Allow students time to reflect on his headstone. *What does the headstone tell them about him?*
  - He held the rank of Sergeant.
  - He served in the U.S. Marine Corps.
  - He served in Korea.
  - He lived from June 25, 1930 until July 26, 2007.
  - He was a beloved husband, father, and grandfather.
  - Semper Fi, the motto of the U.S. Marine Corps, is added at the bottom.
  - His wife's information is engraved on the back of the headstone.
- Ask the selected student to read the eulogy. *In what ways did he live a life that demonstrated a commitment to the freedom and equality of others?*
- Ask students to reflect on what they have learned about Sergeant Anich and how he represents many of the veterans buried at this cemetery. This can be a quiet personal reflection or shared with the group at the discretion of the group leader.

## Assessment

- Each participant will be asked to come up with one piece of action they are willing to take during the next year to help support the freedom or equality of someone they know. They can either write these down privately or share them with the group, at the discretion of the teacher and individual participants.

## Methods for Extension

- Students can spend 10 to 15 minutes walking through the cemetery to examine other headstones. What do they notice? This can be followed by short discussion about the information that is found on the headstones.
- Students might choose to find out more about a veteran buried at the cemetery.

# What Would Arthur Anich Do?

**Directions:** Students will stand side by side in a line. They will take one step forward for each question they answer correctly. One of the participants who take the most steps forward will be asked to read a short eulogy for Anich at the end of this activity.

1. Did Arthur Anich graduate high school or not?

Arthur Anich graduated from West Allis Central High School in 1948.

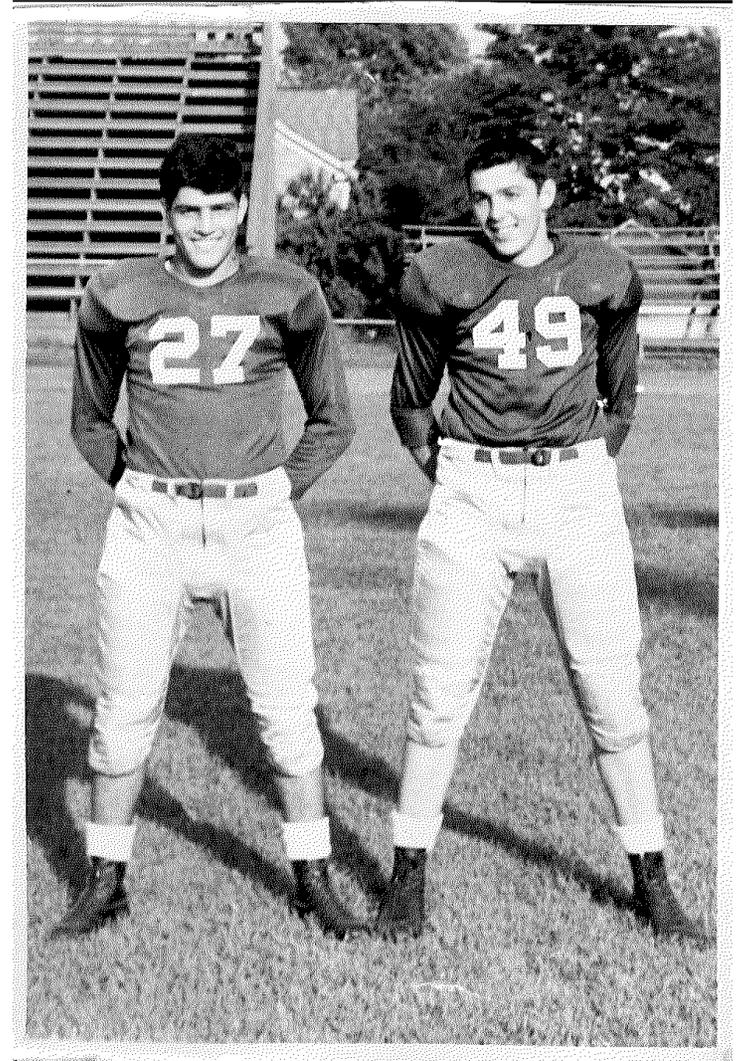


Courtesy of the Anich Family.

## What Would Arthur Anich Do?

2. Did Arthur Anich go to Marquette University on football scholarship or join the military?

Arthur (Art) Anich played football in high school and received a football scholarship to Marquette University. He played for two years on the Marquette football team and took classes in business administration.



Courtesy of the Anich Family.

## What Would Arthur Anich Do?

3. After two years of college, Arthur Anich decided to join the military so he could serve his country like those before him did during World War II. What did he join, the U.S. Marine Corps or the U.S. Army?

Arthur Anich volunteered to serve in the U.S. Marine Corps.



Courtesy of the Anich Family.



## What Would Arthur Anich Do?

5. Did Arthur Anich get married or stay single?

Arthur Anich met Mary Patricia McCabe, a fellow Marquette graduate, and they were married on June 25, 1960. Mrs. Anich came to rest with her husband for the final time when they were reunited in eternal life on March 8, 2018. Mrs. Anich's name is engraved on the back of Mr. Anich's headstone.



## What Would Arthur Anich Do?

6. Did Arthur Anich work for Schlitz Brewing Company after graduation or did he start his own business?

While Arthur Anich worked for Schlitz Brewing Company during his years at Marquette, he decided to open and run his own business after graduation. In 1983, he founded and was CEO of his own business, Milwaukee Hammer, which for 25 years built industrial tools for local foundries.

Here is Anich's personalized license plate that identifies both his pride of being a Marine and of running his own business.



Courtesy of the Anich Family.



# Arthur Joseph Anich

June 25, 1930

July 26, 2007

Wisconsin Chapter, 1st Marine Division Association

Korean War Veteran

Beloved husband, father, father-in-law & grandfather

*Semper Fi*



Art was born to Samuel and Mary Anich in West Allis. His father had immigrated from Croatia in the 1920's and Art embraced his Croatian heritage throughout his life. He was a gifted and hard working athlete throughout high school earning first team all state honors for football at West Allis Central.

After High School in 1952, Art joined the Marines and earned the rank of sergeant and served during the Korean War. After the war he went on to graduate from Marquette University School of Business Administration in 1957, and was captain of the wrestling team for Marquette University.

Art met Mary Patricia McCabe in 1957. They were married on June 25, 1960, on his 30th birthday. Art used to say he received his best birthday gift ever that year. Mary Pat says she chose that date so he would never forget their anniversary...

Art and Mary Pat went on to have four children, Mary Maureen, Michael, Margaret and Tricia. Art started his own company, "Milwaukee Hammer" in 1983. He enjoyed working immensely and never officially retired. His last working day was June 25, 2007.

Art was really interested in mastering the Croatian language. He attended Croatian class for over 30 years.

Art and Mary Pat loved traveling. Some of their trips included vacations to Korea, China, Hong Kong, Hawaii, Australia, Ireland and of course Croatia.

Art loved the Marines. He was a member of the Marine Corp League, Marine Firing Squad and the Marine Association.

Art and Mary found grand parenting to be an endless source of joy. Grandpa always found something special in each of his eleven grandchildren.

Over the past few months, Art developed fatigue, malaise and weight loss. Initially, he was misdiagnosed as having a form of arthritis. On July 2, a family meeting was held and the physicians stated Dad had an aggressive form of kidney cancer, with metastases into the spine, liver and bones. Chemotherapy was not recommended.

This last month, Art had time to say his goodbyes with family and friends.

Michael, who is a CPA, had taken over managing the finances and selling of Dad's hammer business, a huge help to Mom and Dad. Our parents are also in the unique situation of having three daughters that are nurses, and we were blessed to be able to take loving care of Dad at home with support from the hospice. Because his course was so rapid, he really didn't have much time of not being able to get around, which is as he would have wanted it. On the morning of July 26 the Lord fulfilled the desire of his heart to die a peaceful death in his own home with his family around him. Comfortable and at peace, Dad was wearing a Marine Corps t-shirt.

"I have fought the good fight, I have finished the race, I have kept the faith." 2 Timothy 4:7

*He will be missed but never forgotten.....*