

Teacher Tool 183: Veterans Day 2014

Program 1 Study Guide

Study Guide for Military 12: History in the First Person: Veterans Day 2014 Program 1

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History in the First Person: Veteran's Day 2014

Original Air Date: November 5, 2014

Grade Levels: 5-12

Program Description:

What is it like to be in the military? What is it like to fight in combat and to return home from war? What does it mean to have served your nation in its armed forces? We investigate these questions and more as we interact with five amazing Americans who served in our nation's military. Our focus in this program is not on exploring the historic details of a specific war or battle in that war, but it is to bring history to life by providing students the rare and important opportunity to speak directly with those who have served our country in its armed forces and learn directly from primary sources that tell the stories of America's military. Students will hear what it was like to live at the time, how the country responded to the events that led us to war, the nature of the war, and how it felt to return home from the conflict.

Guests for this Program Archive Are:

Ralph Goldsticker: Mr. Goldsticker served in World War II as an AAC-ETO bombardier on a B17 aircraft. He was part of the 452nd Bomb Group, 728th Bomb Squadron. During 1944 he flew 35 missions including missions that were part of the D-Day invasion. The crew of the B17 included himself, a pilot, co-pilot, navigator, waist gunner, radioman, ball turret gunner, engineer, and tail gunner.

Mr. Goldsticker has many stories to share of America's reaction to Pearl Harbor, his decision to join the military, what it was like to fly on the missions and what it was like to return home at the end of the war. Between the end of May 1944 and July 31st he flew 25 missions with the same crew. However, on July 31, on a mission over Munich, the plane was heavily hit by German anti-aircraft fire. The plane received 70 holes, two engines were taken out, and the co-pilot was severely wounded, but the crew managed to return to base safely. At that point, his crew was split up and he became a fill-in bombardier and navigator for another two months flying ten additional missions.

Bill "Striker" Switzer: Mr. Switzer served his country for over thirty years as an Officer in the United States Navy, retiring in 1995 with the rank of Captain. During Captain Switzer's distinguished naval career, he flew twenty-six different types of aircraft. Among them were the Grumman F9F-8 Cougar; Grumman F11F Tiger, Grumman F-14 Tomcat (in which he experienced an ejection), Grumman A-6 Intruder, Grumman E-2 Hawkeye, Vought F-8 Crusader (which he flew in Vietnam on two combat cruises aboard the USS aircraft carriers Ticonderoga and Oriskany, Vought A-7 Corsair II, McDonnell Douglas F-4J Phantom II, McDonnell Douglas F/A-18A Hornet, Douglas A-3D Skywarrior, Lockheed S-3 Viking, Sikorsky SH-3 Sea King Helo, and the Sikorsky UH-60 Blackhawk Helo.

He has accumulated over 6000 tactical jet hours and participated in numerous strategic and tactical planning contingency operations and their execution. Specifically, he flew over 150 combat missions in Vietnam, flew with the Blue Angels team from 1971-1972, was the Commanding Officer from 1980-81 of the F-14 Tomcat Fighter Squadron VF-24 ("The Fighting Renegades),

commanded two different Air Wings which included planning and conducting contingency operations 24/7 for six to nine straight months, training and safety of 2500 naval personnel, maintaining 80 tactical aircraft in full combat mission capable readiness, served as the Navy Planner during Desert Storm coordinating naval operations in the Pentagon with all the military services and appropriate federal agencies, served on three major staffs, and was the Operations Officer for all of the US Naval Forces in Europe. During this tour, he was responsible for the training and operations of over 18,000 sailors and marines and spearheading contingency planning for Bosnia and Kosovo. He has made ten major deployments visiting more than 40 countries.

He is currently the Federal Security Director at Lambert-St. Louis International Airport (STL). He was selected for this position in 2002. His outstanding leadership was rewarded in 2011 when he was named *FSD of the Year* and TSA STL was recognized as *Airport of the Year*.

Program Objectives:

1. The participant will gain a greater understanding of what it means to serve our nation as a member of the armed forces and also as a veteran returning to civilian life.
2. The participant will interact with individuals providing primary source accounts of world events.
3. The participant will interact with historians, learn about the process of historic research and utilize primary sources to develop their own understanding of an historic event.
4. The participant will meet people and hear stories from diverse perspectives.

Program Format:

[Time codes are included to help you find specific segments in the program.](#)

I. Welcome and Introduction—Student groups and guests are introduced and welcomed to the program. Guests joining us for the program are WWII veteran Ralph Goldsticker and Vietnam era veteran Bill “Striker” Switzer. [\(00:00 to 01:23\)](#)

II. Life in America at the Start of the War—In this segment we’ll talk with each guest about where they lived, what life was like for them growing up, and when and why they joined the military. Images and videos accompanying the topics are woven in as well. [\(01:24 to 07:01\)](#)

A. Ralph Goldsticker—AAC-ETO bombardier on a B17 aircraft during WWI

1. Theater of war locations
2. When, where and why he joined the military
3. How he get his military assignment

B. Bill “Striker” Switzer—Jet Fighter Pilot during Vietnam War

1. Theater of war locations
2. When, where and why he joined the military
3. How he got his military assignment

Student Questions Included in this Segment:

Were your parents sad or proud of you for entering the military? How could you tell?
How did you decide which branch of the military you wanted to join?

III. Service During Wartime—In this segment each of our guests will share stories of their experience in military service. We’ll discuss the topics listed below as well as additional ones inspired by student questions. Related images and videos are included as we discuss the topics.

A. Ralph Goldsticker—His Job and His Plane (07:02 to 11:35)

1. Nature of the job
2. Nature of a B-17

B. Bill “Striker” Switzer—His Job and His Plane (11:36 to 13:03)

1. Nature of the job
2. Nature of a fighter jet

Student Questions Included in this Segment: (13:04 to 16:55)

Please describe what you were thinking the first time you went into combat?

C. Ralph Goldsticker—Flying on a Mission (16:56 to 26:37)

1. Crew of the Plane and Their Locations in the Plane
2. Process of a Bombing Run

Student Questions Included in this Segment: (26:38 to 27:55)

Was there something special you did for “good luck”?

D. Bill “Striker” Switzer—Flying on a Mission (27:56 to 33:08)

1. Serving on an Aircraft Carrier
2. Carrying Out a Mission

Student Questions Included in this Segment: (33:09 to 36:59)

How did you keep in touch with family back home?

Describe your motivations and what it took to serve day to day in times of war and ultimately return home?

Did you have signals or codes that you used to communicate?

E. Ralph Goldsticker—Missions List and D-Day Runs (37:00 to 43:53)

1. Number of Missions Overall
2. D-Day Missions

Videoconference Connection Student Questions Included in this Segment:

For Mr. Goldsticker—Describe your emotions when your plane was hit on July 31st, 1944? Also, describe your emotions after your crew was split up and working with new crews for the remainder of your time overseas? Was it hard to fly the plane with 70 holes in it?

Did you ever question the correctness of a direct order by a military superior and if so how did you handle that?

IV. Life After the War—In this segment, we’ll talk to each of our guests about life after the wartime conflict we discussed above. (43:54 to 53:31)

A. Ralph Goldsticker

1. Returning home from war
2. Life since the war

B. Bill “Striker” Switzer

1. Continuing his military service after the Vietnam Conflict
2. Retiring from the military and moving into civilian life

Student Questions Included in this Segment:

How did people on the home front treat you when you returned to the USA?

Did you receive any medals or citations?

IV. Closing Segment--Including final stories from our guests, summary of topics discussed, and final questions from students. (53:32 to 57:40)

Student Questions Included in this Segment:

What are your thoughts on today’s military (warfare) compared to your time in the military?

Featured National Standards (Common Core):

The following **Common Core Anchor Standards** are referenced in this program:

Writing 6—Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Writing 7—Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Speaking and Listening 1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Speaking and Listening 2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Speaking and Listening 3—Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Featured National Standards (History):

Grades 5-12:

Historical Thinking Standards

2. Historical Comprehension

B. Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.

C. Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.

F. Appreciate historical perspectives--(a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness,” judging the past solely in terms of present-day norms and values.

4. Historical Research Capabilities

A. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

B. Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.

5. Historical Issues—Analysis and Decision-Making

A. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

Program-Related Activity Suggestions:

1. **Do Some Additional Research**—Have students read the biographies of guests joining us for the archived program and conduct some background research on the conflict those veterans were a part of by using web resources and other resources of your own.
2. **Student Learning from the Program**—Have students compare their previous understanding of what they thought it would mean to fight in a war with their view of that situation after participating in the program. What surprised them the most? What reinforced what they already believed? What new insights did they gain into the military and wartime experience? Have students share their thoughts in class discussion, journal entries, or written reports.
3. **Hear from Other Veterans**—More programs from HEC-TV highlighting veterans and their service to our country can be found on our Educate.Today website. Just type “Veterans” or “Military” into the keyword search box on the website home page.
4. **Sharing an Appreciation**—Have students write a letter to one of the guests from our program detailing an insight the student gained from hearing their story, an appreciation for their participation, and/or another focus area of their choice. You can e-mail those letters to us at live@hectv.org and we’ll be happy to send them on to the program guests.

Supplemental Resources:

More information about the National World War I Museum can be found at <https://theworldwar.org>.

More information about Jefferson Barracks National Cemetery can be found at <http://www.cem.va.gov/cems/nchp/jeffersonbarracks.asp>.

More information about the United States Coast Guard can be found at <http://www.uscg.mil/>.

More information about the United States Army can be found at <http://www.army.mil/>

More information about the United States Navy can be found at <http://www.navy.mil/swf/index.asp>.

More information about the United States Marine Corps can be found at <http://www.marines.mil/Pages/Default.aspx>.

More information about the United States Air Force can be found at <http://www.airforce.com/>.

More information about the National Guard can be found at <http://www.ng.mil/default.aspx>.
<http://www.va.gov/kids>