

Master Sergeant Roy P. Benavidez Congressional Medal of Honor Recipient



Unit Overview

THE UNIVERSITY OF TEXAS AT AUSTIN
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The curriculum guide, MASTER SERGEANT ROY P. BENAVIDEZ: CONGRESSIONAL MEDAL OF HONOR RECIPIENT was created collaboratively by Dr. Cynthia DuBois, Assistant Director for Educational Services, and David Zepeda of the Institute for Studies in American Military History at the Dolph Briscoe Center for American History at The University of Texas at Austin. We would like to thank:

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ROY P. BENAVIDEZ

CONGRESSIONAL MEDAL OF HONOR RECIPIENT

TEACHER INTRODUCTION

The purpose of this curriculum unit is to introduce students to M.Sgt. Roy P. Benavidez, a poor, undereducated, Mexican American from El Campo, Texas, who overcame many obstacles to achieve an outstanding career in the army. Through his heroic actions in the Vietnam War, Benavidez was awarded the Medal of Honor, the highest award given by the U.S. military.

The unit was designed using a modified version of *Understanding By Design* by Wiggins and McTighe. When a student finishes a lesson or the complete unit they should be able to answer with authority the two Enduring Questions.

1. What lessons can be learned from Roy Benavidez's life story?
2. What kinds of evidence does a historian use to help us understand the past?

All the activities and evaluations are directed to this outcome.

The unit can be used during Hispanic Heritage Month as a way to spotlight an outstanding role model, as part of a Vietnam War teaching unit to make the war more personal, or to highlight a Texas hero.

There are five lessons. Each lesson stands alone and could be taught as a single introduction to the topic. Lessons 3 and 4 teach the skills of working with primary sources using materials from the Roy P. Benavidez Papers located at the Dolph Briscoe Center for American History at The University of Texas at Austin. If the first four lessons are taught it serves as a complete learning unit that sheds more light on Benavidez's life and career.

Lesson 5 allows the students to apply the skills taught while doing a research unit on another Medal of Honor recipient.

All materials needed are included with each lesson plan in a downloadable format.

LESSON SUMMARY

Lesson 1 is an introduction to the life of Master Sergeant Benavidez.

Lesson 2 is a brief overview of the Vietnam War. The students use a timeline to reconstruct Benavidez's experience in the larger context of the Vietnam War.

Lesson 3 teaches students to use the same process that historians use to evaluate primary source documents.

Lesson 4 teaches students to use the same process that historians use to evaluate primary source photographs.

Lesson 5 is a research project that provides an opportunity for students to apply the skills they have learned as they research the life of another Medal of Honor recipient.

ROY P. BENAVIDEZ

CONGRESSIONAL MEDAL OF HONOR RECIPIENT

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TEKS – TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

Social Studies, Grade 6.

(a) Introduction.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Selections may include Sadako and the Thousand Paper Cranes. Motivating resources are also available from museums, art galleries, and historical sites.

Social Studies, Grade 7.

(a) Introduction.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches, letters, and diaries; and poetry, songs, and artworks is encouraged. Selections may include a biography of Barbara Jordan or Lorenzo de Zavala and William B. Travis' letter "To the People of Texas and All Americans in the World." Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) Differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.

(B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

Social Studies, Grade 8.

(a) Introduction.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence; landmark cases of the U.S. Supreme Court; biographies and autobiographies; novels; speeches,

letters, and diaries; and poetry, songs, and artworks is encouraged. Selections may include excerpts from the letters of John and Abigail Adams, an excerpt from the Seneca Falls Declaration of Sentiments and Resolutions, and poems of the Civil War era. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:

(D) Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.

(30) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) Differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.

United States History Studies Since Reconstruction (High School)

(b) Introduction.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; landmark cases of the U.S. Supreme Court; novels; speeches, letters, and diaries; and poetry, songs, and artworks is encouraged. Selections may include a biography of Dwight Eisenhower, Upton Sinclair's *The Jungle*, and Martin Luther King's letter from the Birmingham City Jail. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

LEARNING TO IDENTIFY PRIMARY AND SECONDARY SOURCES

MATERIALS

Handouts:

1. Interactive notes for identifying primary and secondary source materials
2. Identifying primary and secondary sources

Examples of:

1. A personal letter
2. A photograph
3. A business form or document
4. Biographies and autobiographies checked out of the school library
5. Newspaper articles

OBJECTIVES

The students will:

1. Define primary and secondary sources of information
2. Examine samples of primary and secondary sources
3. Identify examples of primary and secondary sources

ANTICIPATORY SET (ATTENTION GETTER)

The teacher will:

1. Display examples of primary source documents included such as those listed in the materials section and copies of encyclopedias, textbooks, biographies and autobiographies. Allow the students to walk around the display and examine the materials.
2. Introduce the lesson by asking:
 - A. What can we learn by examining these different materials?
 - B. How do you think historians use this kind of information to write the history that we read in our textbooks and other sources?
 - C. How are the materials here different from each other?

3. Say: "Our lesson today will focus on the different kinds of evidence that historians use to recreate historical periods. Those sources are broken into two categories: primary and secondary sources.

PROCEDURE

The teacher will:

Guide the students through the interactive notes page on the definitions of primary and secondary sources.

Guidelines for using interactive notes:

1. Duplicate enough copies of the student worksheet.
2. Using an overhead transparency of the teacher version of the interactive notes, the teacher will guide the students through the notes by reading the notes and writing the words that go in the blanks, allowing the students to copy the correct words as they follow along. Only one line of print should be shown at one time to keep the students focused on the discussion. When notes are complete, the teacher asks students to read the notes aloud, and the teacher answers any questions that students have about the notes.

The students will:

Examine the materials assembled for the lesson and complete a worksheet identifying them as primary or secondary resources.

CLOSURE

The students will choose an item from the day's lesson and explain whether it is a primary or secondary source and tell why.

EVALUATION

The teacher will grade the worksheet on completeness and accuracy. Rubric provided.

Learning to Identify Primary and Secondary Sources

Primary sources are records of events as they are first described without anyone else's interpretation (*what they think it means*) or analysis (*taking it apart to find meaning*). These items can be letters, photographs, maps, printed material such as newspapers, video and sound recordings, and physical objects such as clothing, furniture, or tools.

Secondary sources offer an analysis or an explanation of primary sources. Some secondary sources use primary sources to support a certain opinion or idea. Examples of secondary sources are dictionaries, encyclopedias, textbooks, books, and articles.

Primary Source

Secondary Source

Art: Original artwork

Magazine article
describing the piece of art

History: Original letter

Biography about a
person's life

Theater: Videotape of a
performance

Critic's review of the
performance

Name:

Date:

Learning to Identify Primary and Secondary Sources

Primary sources are _____ of events as they are first described without anyone else's _____ or _____. These items can be letters, _____, maps, printed material such as _____, video and sound recordings, and _____ objects such as clothing, furniture, or tools.

Secondary sources offer an _____ or an explanation of primary sources. Some secondary sources use _____ sources to support a certain opinion or idea. _____ of secondary sources are dictionaries, encyclopedias, _____, books, and articles.

Primary Source

Secondary Source

Art: _____ artwork

Magazine article describing _____

History: Original _____

Biography about a _____ life

Theater: Videotape of a _____

Critic's _____ of the performance

Name:

Date:

Identifying Primary and Secondary Sources

Student Copy

Examine the documents your teacher has assembled for you and decide whether they are primary or secondary sources. Refer to your notes if you need them to help you make a decision. Your work will be graded on your accuracy and completion of the assignment.

Primary Source Documents	Evidence
Secondary Source Documents	Evidence

Document and Photograph Credits

The following items are selections from the Roy P. Benavidez Papers at the Center for American History at The University of Texas at Austin:

1-1 Picture of Roy Benavidez

- 1-A Benavidez in Germany, 1956
- 1-B Benavidez attempts to stop his parachute
- 1-C Benavidez receiving the Medal of Honor
- 1-D Benavidez's funeral

- 3-1 Pickle Letter
- 3-2 Enlisted Efficiency Report
- 3-3 Tobias Letter
- 3-4 DD-214 document

- 4-1 Benavidez squatting on ground
- 4-2 Benavidez in paratrooper training
- 4-3 Benavidez receiving the Medal of Honor
- 4-4 Hispanic Medal of Honor recipients
- 4-5 Benavidez at podium
- 4-6 Benavidez throwing baseball
- 4-7 Benavidez's funeral
- 4-8 Benavidez's headstone at Fort Sam Houston

The following items are selections from Wally McNamee Photographic Archive, ca. 1955-2000, at the Dolph Briscoe Center for American History at The University of Texas at Austin:

- 1-A Choppers fly over area near Saigon
- 2-1 Choppers fly over area near Saigon
- 4-9 Patrol crossing stream