

## **The American Veterans Disabled for Life Memorial: A Nation's Debt of Honor**



Throughout our nation's history many American veterans have returned from the battlefield not to honor, but to shattered lives and anonymity, without recognition or acknowledgment for their service and sacrifice. For many veterans, returning home from military service marks the beginning of a life-long struggle with permanent disability, and for many, with loneliness, depression and isolation.

The American Veterans Disabled for Life Memorial is the first memorial in our nation's capital designed to pay tribute to our disabled veterans. The memorial is a national civic awareness, education, and recognition project that transcend conflicts, service branches and generations to honor all men and women disabled while in service to their country, from all branches of the armed forces, from all wars past, present and future.

The American Veterans Disabled for Life Memorial informs generations of Americans about the true meaning of character, dedication and patriotism. From its location within full view of the United States Capitol, it is a constant reminder to our lawmakers of the human cost of war and of the lifelong debt of honor that we owe our disabled veterans.

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## About This Lesson

This lesson is based on research conducted by the Disabled Veterans' LIFE Memorial Foundation, Inc. (DVLMF) during the development of The American Veterans Disabled for Life Memorial project in Washington D.C. and other sources, including the U.S. Department of Veterans Affairs, the U.S. Department of Defense, the U.S. Census Bureau, National Park Service and the Disabled American Veterans (DAV). The primary mission of the Memorial is to educate the public on the additional costs of war such as the sacrifices made by disabled veterans, the cost of lifetime medical care and disability benefits and the cost to society. The Memorial will be a symbol honoring the service and sacrifice of disabled veterans.

### Where it fits into the curriculum

*Topics:* This lesson could be used in units on World War I, World War II, the Korean War, Vietnam, the Persian Gulf War, the War on Terror, and American military history. It covers aspects of the Great Depression, Americans with disabilities, and the history of women in the United States. It can be part of units on collective memory, values clarification, civic responsibility, national identity, interpretation of history, American economy, outdoor sculpture and public art. Students will also gain an understanding of the challenges involved in caring for the needs of disabled American veterans. The activities can be adapted for students in grades 4 through 12.

*Time period: 1917 to the present*

### Relevant United States History Standards for Grades 5-12

#### **Era 7: The Emergency of Modern America (1890-1930)**

- Standard 3: How the United States changed from the end of World War I to the eve of the Great Depression.

#### **Era 8: The Great Depression and World War II (1929-1945)**

- Standard 1: The causes of the Great Depression and how it affected American society
- Standard 2: How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state
- Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

#### **Era 9: Postwar United States (1945 to early 1970s)**

- Standard 1: The economic boom and social transformation of postwar United States

- Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics
- Standard 3: Domestic policies after World War II
- Standard 4: The struggle for racial and gender equality and the extension of civil liberties

### **Era 10: Contemporary United States (1968 to the present)**

- Standard 2: Economic, social and cultural developments in contemporary United States

### Relevant Curriculum Standards for Social Studies

#### **Theme II: Time, Continuity and Change**

- Standard C - The student identifies and describes selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.
- Standard D - The student identifies and uses processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.

#### **Theme III: People, Places, and Environment**

- Standard A - The student elaborates mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.

#### **Theme V: Individuals, Groups, and Institutions**

- Standard E - The student identifies and describes examples of tensions between belief systems and government policies and laws.
- Standard G - The student applies knowledge of how groups and institutions work to meet individual needs and promote the common good.

#### **Theme VI: Power, Authority, and Governance**

- Standard C - The student analyzes and explains ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.

#### **Theme X: Civic Ideals, and Practices**

- Standard C - The student locates, accesses, analyzes, organizes, and applies information about selected public issues - recognizing and explaining multiple points of view.

- Standard F - The student identifies and explains the roles of formal and informal political actors in influencing and shaping public policy and decision-making.

### **Objectives for students**

1. To explain how disabled American veterans are cared for by the U.S. government, and to understand the problems and issues regarding the care of disabled veterans.
2. To understand the personal sacrifices that disabled American veterans have made in service, and how their lives are affected by disability.
3. To consider the issue of social and civic responsibility and how it affects each of us.
4. To examine who serves in the American military, and how the U.S. recruits military personnel, now and in the past.
5. To examine when and why America has entered into war.
6. To understand the meaning and purpose of memorials, and in particular, of the American Veterans Disabled for Life Memorial.

### **Materials for students**

The materials listed below can be used electronically or printed out, photocopied, and distributed to students. The maps and images appear twice: in a low-resolution version with associated questions and alone in a larger, high-resolution version.

1. An aerial satellite view of southwest Washington D.C. locating the site
2. An artistic rendering of an aerial view of the location
3. Eight readings on the history of disabled American veterans since World War I
4. One reading on the American Veterans Disabled for Life Memorial
5. Three renderings of the design of the Memorial
6. Four tables with statistics on military deaths and wounded since WWI
7. One photo of disabled veterans
8. Supplementary resources

### **Visiting the Site**

The American Veterans Disabled for Life Memorial is located on a 2.4 acre triangular site in southwest Washington D.C. bounded on the west by 2<sup>nd</sup> street, on the east by Washington Avenue, and on the south by opposing entrance ramps to Interstate 395. The site has the potential to serve as a gateway connecting the Mall with future development along South Capitol Street by way of Washington Avenue, SW.

The design of the memorial will continue to accommodate its current use as a pedestrian thoroughfare from the Southwest Federal Center to Capitol Hill. Federal facilities in the immediate vicinity include Bartholdi Park (the U.S. Botanic Garden) and the Rayburn House

Office Building across Washington Avenue to the northeast; the Capitol Grounds and Mall across Independence Avenue to the north; and the southwest federal center, which includes the U.S. Department of Health and Human Services and the Ford House Building to the west and southwest. The I-395 freeway tunnels run directly below the site.

### **Teaching possibilities:**

There are several ways to incorporate these activities, depending on time constraints and age of students. Teachers may wish to adhere to the lesson as written, or follow one of the suggestions listed below.

**Suggestion 1 (3-5 class periods):** After setting the stage, divide students into 8 equal “expert” groups. Each group reads only one of the first 8 readings (beginning on Page 12). Students answer questions following the reading. Then have students present the information as a group to the remainder of the class. Reading 9 will be completed by the entire class, followed by one or more of the activities.

**Suggestion 2 (2-3 class periods):** After setting the stage, divide students into 8 equal “expert” groups. Each group reads only one of the first 8 readings (beginning on Page 12). Students discuss the material using the discussion questions. These groups then disperse, forming larger groups consisting of one representative from each expert group. Then each “expert” takes a turn relating what they learned to the other members of the group. Reading 9 will be completed by the entire class, followed by one or more of the activities.

**Suggestion 3 (1 or more class periods):** Select one or more readings to be completed by the class (as appropriate), and then have students complete one or more activities listed. In lieu of Reading 9, students can visit [www.avdmlm.org](http://www.avdmlm.org) and learn all they can about the Memorial project\* and the process behind it.

### Possible ideas/activities for the website visit:

Have students visit the site and look under *The Memorial* tab for information about the memorial. Then under the *News and Media* tab, click on the **videos** link and have students watch [The AVDLM Video \(7:21\)](#). Answer some or all of the following orally or in writing:

- What is the mission of the American Veterans Disabled for Life Memorial?
- Why honor disabled veterans?
- What is the significance of the location of the memorial?
- Why has it taken so long to build a memorial for disabled veterans?
- Select one element of the memorial design and describe its’ importance.

Then have students visit the *Support the Memorial* tab and look for different ways people can support. Have students write a letter or design a poster persuading others to donate to the American Veterans Disabled for Life Memorial. Or complete Activity 4 (page 26).

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*\* This website visit can be done as a standalone lesson without the prior readings. Before visiting the website, assess student prior knowledge by asking: What does the phrase "Freedom isn't free" mean? Elicit student knowledge about war, human sacrifice, and memorials. Correct misinformation as needed.*

## Getting Started

### Inquiry Question



**Describe what you see in this photo.  
What do you think is going on in the minds of these men?**

## Setting the Stage

### The Human Cost of America's Wars

Beginning with the American Revolution (1775-1783), approximately 43.2 million men and women have served during a period of war. Today there are an estimated 24 million living veterans. Of those 24 million, approximately 3 million are disabled veterans.

Those American veterans who have been disabled in our nation's defense will carry in their bodies the physical evidence of their service to their country for as long as they live. Their disabilities will affect not only them, but their families, their caregivers, and their communities. The wounded and sick who have had the courage to put themselves in harm's way for the good of the American people deserve the care and attention of a grateful nation.

**(Source:** Statistics come from Department of Veterans Affairs and Department of Defense)

**Table 1: The Human Cost of American Wars Beginning with WWI**

(Source: U.S. Department of Defense and the U.S. Census Bureau)

|   |  |
|---|--|
| <p style="text-align: center;"><b>World War I</b><br/>(1917-1918)</p> <p>Number Serving.....4,734,991<br/>           Total Deaths.....116,516<br/>           Battle Deaths.....53,402<br/>           Other Deaths .....63,114<br/>           Non-Mortal Woundings.....204,002<br/>           Living Veterans.....fewer than 50<br/>           U.S. population in 1917.....103,268,000</p> | <p style="text-align: center;"><b>World War II</b><br/>(1941-1945)</p> <p>Number Serving.....16,112,566<br/>           Total Deaths.....405,399<br/>           Battle Deaths.....291,557<br/>           Other Deaths .....113,842<br/>           Non-Mortal Woundings.....670,846<br/>           Living Veterans.....3,500,000<br/>           U.S. population in 1941.....133,402,471</p>  |
| <p style="text-align: center;"><b>Korean War</b><br/>(1950-1953)</p> <p>Number Serving.....5,720,000<br/>           Total Deaths.....36,574<br/>           Battle Deaths.....33,741<br/>           Other Deaths .....2,833<br/>           Non-Mortal Woundings.....103,284<br/>           Living Veterans.....3,300,000<br/>           U.S. population in 1950.....152,271,417</p>        | <p style="text-align: center;"><b>Vietnam War</b><br/>(1964-1973)</p> <p>Number Serving .....8,744,000<br/>           Total Deaths .....58,220<br/>           Battle Deaths.....47,424<br/>           Other Deaths.....10,785<br/>           Non-Mortal Woundings.....153,303<br/>           Living Veterans.....8,100,000<br/>           U.S. population in 1964.....191,888,791</p>  |
| <p style="text-align: center;"><b>Persian Gulf War</b><br/>(1990-1991)</p> <p>Number Serving.....2,322,000<br/>           Total Deaths.....382<br/>           Battle Deaths.....147<br/>           Other Deaths .....235<br/>           Non-Mortal Woundings.....467<br/>           Living Veterans.....2,269,000<br/>           U.S. population in 1990.....249,438,712</p>              | <p style="text-align: center;"><b>Operation Enduring Freedom (OEF)</b><br/>(2001-Jan 3, 2009)</p> <p>Number Serving..... 31,700*<br/>           Total Deaths.....626*<br/>           Total Wounded.....2,627*<br/>           U.S. population in 2009.....305,714,211</p> <p>* Data subject to change. Casualty areas include Afghanistan, Republic of the Philippines, Southwest Asia and other locations</p>  |
| <p style="text-align: center;"><b>Operation Iraqi Freedom (OIF)</b><br/>(2003-Jan. 3, 2009)</p> <p>Number Serving.....183,100*<br/>           Total Deaths.....4,212*<br/>           Total Wounded.....30,934*<br/>           U.S. population in 2009.....305,714,211</p> <p>*Data subject to change.</p>   | <p style="text-align: center;"><b>War on Terror (OEF &amp; OIF)</b><br/>(2001-Present)</p> <p>For the most recent military statistics, please visit the Department of Defense web site:<br/> <a href="http://siadapp.dmdc.osd.mil/personnel/CASUALTY/castop.htm">http://siadapp.dmdc.osd.mil/personnel/CASUALTY/castop.htm</a> and<br/> <a href="http://siadapp.dmdc.osd.mil/personnel/MILITARY/history/hst0806.pdf">http://siadapp.dmdc.osd.mil/personnel/MILITARY/history/hst0806.pdf</a><br/>           For population updates, visit the U.S. Census Bureau: <a href="http://www.census.gov/">http://www.census.gov/</a></p> |

**Table 2: OEF & OIF Military Deaths by Race and Gender**

(Source: U.S. Department of Defense and the U.S. Census Bureau)

| <b>Operation Enduring Freedom (OEF)</b><br>(Oct. 7, 2001-Jan 3, 2009) | <b>Operation Iraqi Freedom (OIF)</b><br>(March 19, 2003-Jan 3, 2009) |
|---|--|
| <b>Deaths by Race*</b>  | <b>Deaths by Race*</b>   |
| American Indian or Alaska Native.....9                                | American Indian or Alaska Native.....41                              |
| Asian.....8   | Asian.....80   |
| Black or African American.....50                                      | Black or African American.....402                                    |
| Hispanic or Latino.....52   | Hispanic or Latino.....450   |
| Multiple races, pending or unknown.....5                              | Multiple races, pending or unknown.....46                            |
| Native Hawaiian or Pacific Islander.....9                             | Native Hawaiian or Pacific Islander.....49                           |
| White.....493   | White.....3,144  |
| <b>Deaths by Gender*</b>  | <b>Deaths by Gender*</b>   |
| Male.....612  | Male.....4,111   |
| Female.....14   | Female.....101   |

**Table 3: OEF & OIF Military Wounded by Race and Gender**

(Source: U.S. Department of Defense and the U.S. Census Bureau)

| <b>Operation Enduring Freedom (OEF)</b><br>(Oct. 7, 2001-Jan 3, 2009) | <b>Operation Iraqi Freedom (OIF)</b><br>(March 19, 2003-Jan 3, 2009) |
|---|--|
| <b>Wounded by Race*</b>   | <b>Wounded by Race*</b>  |
| American Indian or Alaska Native.....33                               | American Indian or Alaska Native.....330                             |
| Asian.....44  | Asian.....499  |
| Black or African American.....153                                     | Black or African American.....2587                                   |
| Hispanic or Latino.....140  | Hispanic or Latino.....1957  |
| Multiple races, pending or unknown.....94                             | Multiple races, pending or unknown.....1635                          |
| Native Hawaiian or Pacific Islander.....9                             | Native Hawaiian or Pacific Islander.....182                          |
| White.....2154  | White.....23,744   |
| <b>Wounded by Gender*</b>   | <b>Wounded by Gender*</b>  |
| Male.....2610   | Male.....30,336  |
| Female.....17   | Female.....598   |
| Total Wounded.....2,627   | Total Wounded.....30,394   |
| *Data subject to change.  | *Data subject to change.   |

## Locating the Site

### Map 1

1. United States Capitol Building
2. Rayburn House Office Building
3. National Museum of the American Indian
4. United States Botanic Garden
5. National Garden
6. Federal Center SW Metro



### Discussion questions for Map 1

1. Is this a good location for the American Veterans Disabled for Life Memorial? Why or why not?
2. Why do you think this particular location was chosen? (See “Visiting the Site” for additional location information)

## Determining the Facts

### Reading 1: A Brief History of Disabled American Veterans: World War I

World War I was sparked by the assassination of Archduke Franz Ferdinand of Austria in 1914 by a group of Serbian assassins. The origins of the war go much deeper than this single event, which involved national politics, culture clashes, economics, and alliances made by various European powers over the course of the 19<sup>th</sup> century. Reluctant to get involved in what it considered to be a European war, the U.S. government finally entered the war in 1917 when President Woodrow Wilson asked Congress to declare war on Germany after U-Boat attacks on American merchant ships. In the year that followed, more than 4.7 million Americans fought in thirteen major operations during World War I, and 53,500 died in combat. Another 63,000 died from accidents and illnesses, mostly influenza, and 204,000 were wounded.

There have been disabled American veterans after every conflict beginning with the American Revolution in 1775, but when World War I came to an end on November 11, 1918, the government was totally unprepared for the care of veterans who returned without arms and legs, or who were blind, deaf, or mentally ill, or who had chronic illnesses from exposure to chemical warfare.

At a cost of \$22,625,253,000, the war drained 43 percent of the America's gross national product (GNP), leaving very little to spend on veterans returning from war. By 1919 four million Americans were jobless, and for the next two years there was recession and widespread unemployment. For lack of funds, Congress cut job programs to one-fifth of their original budget. To make matters worse, prejudice against the handicapped kept many capable and qualified disabled veterans from getting jobs.

There was no single government program to help disabled veterans who needed medical assistance, and the several different agencies with programs for veterans were poorly coordinated. Many war-wounded heroes were reduced to begging in the streets. The first effort to coordinate services was made by a group of veterans who formed the Disabled American Veterans of the World War (the DAVWW), now known as Disabled American Veterans (DAV). In 1920 741,000 veterans were eligible for membership in this group for disabled veterans, whose mission was to help America's wounded warriors face and solve their own problems.

Three years after the war, the government still didn't have a plan for dealing with the medical treatment and hospitalization of veterans. At the urging of veterans' groups, legislation was eventually secured to establish the Veterans Bureau, which later became the Veterans Administration, a forerunner of today's Department of Veterans Affairs.

**Sources:**

Wars and Scars: The Story of Compassion & Service for our Nation's Disabled Veterans, Chapter 1: Pencils on Street Corners, pp 1-10, <http://www.dav.org/about/History.aspx>  
Military statistics come from the Department of Defense (see Table 1)

Costs of World War I, Spartacus Educational: <http://www.spartacus.schoolnet.co.uk/FWWcosts.htm>

Origins of World War I, Wikipedia: [http://en.wikipedia.org/wiki/Origins\\_of\\_World\\_War\\_I](http://en.wikipedia.org/wiki/Origins_of_World_War_I)

**Possible discussion questions for Reading 1**

1. Why do you think the government was unprepared for the care of disabled veterans after World War I? Why do you think it took so long for the nation to have a plan for dealing with the medical treatment and hospitalization of veterans?
2. Were disabled veterans any worse off than the rest of the population during the post war recession? Why or why not?
3. Why do you think disabled veterans had such a hard time finding jobs?

## **Reading 2: A Brief History of Disabled American Veterans: The Great Depression**

In 1929 the stock market crash affected everyone in America, including our nation's veterans. Tax revenues fell as unemployment went up, and a crisis developed with regard to a \$2.4 billion Bonus Bill for veterans that a grateful Congress had voted in 1924 to give World War I veterans. The bonus, \$1.25 for each day served overseas and \$1.00 for each day served in the states, was due to be paid in 1945.

In 1932 the nation had slipped into the Depression, and a "Bonus Army" of about 20,000 veterans, many unemployed and destitute, set up a camp within view of the Capitol, vowing to stay until Congress passed a bill providing full and immediate payment of the bonus certificates. Congress offered the veterans train fare home, but voted down the bill, known as the Patman Resolution. Most of the veterans returned home, but a group of remaining veterans formed a shanty town that became known as Anacostia Flats.

A month later, on July 28<sup>th</sup>, Attorney General William D. Mitchell ordered the Washington police to evacuate the veterans. Shots were fired, and two people were killed. Although the public sympathized with the veterans, President Herbert Hoover wanted the shanty town dismantled and ordered Secretary of War Patrick Hurley to call in the Army for assistance. In a sad day for American veterans, General Douglas MacArthur led federal infantry in the use of bayonets and tear gas to forcibly evict the Bonus Army from their camp on the Anacostia River. The cavalry, led by Major George Patton, was supported by six tanks, and Major Dwight D. Eisenhower served as liaison with Washington police. One person was blinded; two babies died, and nearby hospitals were overwhelmed with casualties. By the following morning, the 10,000 inhabitants of the camp had been routed and the camp was in flames. The incident reduced Hoover's chances against Roosevelt in the upcoming presidential election.

In 1933 Franklin Delano Roosevelt was elected president and immediately called for a special session of Congress. In less than a day emergency legislation addressing the banking crisis was rushed through both the Senate and House of Representatives. The next item on the President's agenda was a bill demanding a reduction of government expenses which included cutting veterans' pensions. Under the Economy Act of 1933, veterans' disability allowances were cut by 25 percent. Congress quickly restored the cut in benefits, and pressure from veterans' groups continued until a lump-sum bonus law was passed over President Roosevelt's veto in 1936.

Under another economy program, some disabled veterans who had been supporting their families on \$60 to \$80 a month were notified by mail that they no longer qualified for benefits and were cut off. It took veterans until 1948 to win back the funding that the Economy Bill had taken away.

**Sources:**

The Bonus Army, <http://www.eyewitnesstohistory.com/snprelief4.htm>

Wars and Scars: The Story of Compassion & Service for our Nation's Disabled Veterans, Chapter

3: Bonus Marchers & False Economies, pp 21-26, <http://www.dav.org/about/History.aspx>

**Possible discussion questions for Reading 2**

1. *"No one because he wore a uniform must therefore be placed in a special class of beneficiaries over and above all other citizens. The fact of wearing a uniform does not mean that he can demand and receive from his government a benefit which no other citizen receives."*

Franklin D. Roosevelt

Do you agree with this quote from President Roosevelt? Why or why not?

2. Was President Hoover justified in sending the Army to evacuate the veterans from Anacostia Flats? Why or why not?

3. Was President Roosevelt justified in cutting veterans' benefits and pensions?

### **Reading 3: A Brief History of Disabled American Veterans: World War II**

France, Great Britain and the U.S. achieved their World War I objective of stopping the threat from Germany, but there was a failure to achieve a stable world peace in the post-war years. The French and British disagreed on policy, and the U.S. retreated into isolationism. The Europeans failed to repay America for their wartime debts, Italy wasn't satisfied with its territorial gains, and Japan was unhappy with their inability to control China. As the principal defeated nation, Germany resented its territorial losses and the reparation payments imposed by the Treaty of Versailles. Hitler gained the confidence of a humiliated Germany by promising to overturn the Treaty of Versailles and by promoting the German people as a superior race.

In 1922 Benito Mussolini established a Fascist dictatorship in Italy, and in 1933 Adolf Hitler became the German Chancellor, soon to establish himself as dictator. In 1931 Japan invaded China and took over Manchuria. Joseph Stalin initially entered into a treaty with Germany, but the Soviet Union soon found itself under German attack after Germany launched an expansionist drive that included all of Europe and extended into the Soviet Union.

In the Pacific, Japan saw the conflict in Europe as an opportunity to launch their own expansion and to seize petroleum and other resources in the region. In 1937 the Japanese invaded China, starting the second Sino-Japanese War. On September 1, 1939 Germany invaded Poland, and France and Britain declared war on Germany on September 3rd. Canada, Australia, New Zealand and South Africa declared war on Germany on September 10<sup>th</sup>. Although the U.S. wanted to stop both Germany and Japan, the government knew the American public would be opposed to being involved in another war.

In view of the world events that led to WWII, the Selective Training and Service Bill was passed by Congress in 1940. What was known as the Burke-Wadsworth Act became the first peacetime conscription in United States history. It required men between 21 and 30 to register with local draft boards. Later, when the U.S. entered WWII, all men 18 to 45 were liable for military service, and all men, 18 to 65, were required to register.

On December 7, 1941, the Japanese attack on Pearl Harbor finally thrust America into WWII, and war raged for four years. Newly wounded veterans swelled the ranks of the disabled from the European, Pacific, and China-India-Burma Theaters. Over sixteen million Americans served in World War II, four times the number who served in World War I. By the time Japan signed the Instrument of Surrender on the USS Missouri on September 2, 1945, 291,557 had died in battle, 113,842 had died from accidents and illnesses, and 671,846 had come home wounded.

#### **Sources**

Events leading to World War II: <http://www.history.com/encyclopedia.do?articleId=226140>  
Wars and Scars: The Story of Compassion & Service for our Nation's Disabled Veterans, Chapter 4: The Most Costly War, pp 27-34, <http://www.dav.org/about/History.aspx>

**Table 4: Number of Americans who served, died or were wounded in major conflicts**

(Source: U.S. Department of Defense)

| War/Conflict           | Population  | # Serving  | % of Pop. Serving | Casualties | % of # Serving Casualties | Wounded | % of # Serving Wounded |
|------------------------|-------------|------------|-------------------|------------|---------------------------|---------|------------------------|
| Civil War (Union only) | 31,443,321  | 2,200,000  | 7.00%             | 364,511    | 16.57%                    | 281,881 | 12.81%                 |
| World War I            | 103,268,000 | 4,734,991  | 4.59%             | 116,516    | 2.46%                     | 204,002 | 4.31%                  |
| World War II           | 133,402,471 | 16,112,566 | 12.08%            | 405,399    | 2.52%                     | 670,846 | 4.16%                  |
| Korean War             | 152,271,417 | 5,720,000  | 3.76%             | 36,574     | 0.64%                     | 103,284 | 1.81%                  |
| Vietnam War            | 191,888,791 | 8,744,000  | 4.56%             | 58,220     | 0.67%                     | 153,303 | 1.75%                  |
| Persian Gulf           | 249,438,712 | 2,322,000  | 0.93%             | 382        | 0.02%                     | 467     | 0.02%                  |
| OEF                    | 305,714,211 | 31,700     | 0.01%             | 626        | 1.97%                     | 2,627   | 8.29%                  |
| OIF                    | 305,714,211 | 183,100    | 0.06%             | 4212       | 2.30%                     | 30,934  | 16.89%                 |

**Possible discussion questions for Reading 3**

1. *“Those who make peaceful revolution impossible will make violent revolution inevitable.”*

John F. Kennedy

Explain what President Kennedy meant. Do you agree?

2. Why did the U.S. wait until December 8, 1941 to enter WWII? Why was the U.S. reluctant to enter into another war?

3. Why do you think Congress passed the Selective Service and Training Bill in 1940?

4. The Draft ended in 1971. Do you think all Americans, including women, should be required to serve in the military? Why or why not?

5. Refer to Table 4. Which war had the largest number of Americans serving? During which war did the highest percentage of the American population serve in the war? Is that a low or a high percentage?

6. Refer to Table 4. Which war had the highest percentage of casualties? Why do you think that is? Which war had the highest percentage of wounded? Why do you think that is?

### **Reading 4: A Brief History of Disabled American Veterans: Korea**

In 1950 North Korea invaded the South. Before a truce was signed on July 27, 1953, 5.7 million Americans had served, over 36,000 died, and another 103,000 came home wounded. Even now, the war is not officially over.

In the early 50's the total number of veterans in the United States was about 19.8 million, or approximately 12 percent of the population. From 1943 to 1953 Congress enacted some 500 laws affecting veterans' benefits and services. A central issue was the difficulties that disabled veterans encountered in finding employment. Both the public and industry needed to be educated about the plight of disabled veterans. The Disabled American Veterans (DAV) adopted the slogan: "It is good business to hire the handicapped."

In 1961 John F. Kennedy, himself a disabled veteran, was inaugurated President. According to President Kennedy: "Utilization of...handicapped persons in productive employment is sound and necessary, both for the contribution handicapped citizens make to our national productivity and for the sense of independence and well-being which they can derive from doing a job. It is fitting that the government, as an employer, should lead the way in selective placement of handicapped persons so as to utilize their skills and abilities." The new motto of the DAV was "Ability—not disability—is what counts."

#### **Sources**

Wars and Scars: The Story of Compassion & Service for our Nation's Disabled Veterans, Chapter 5: Korea and the Cold War, pp 35-38, <http://www.dav.org/about/History.aspx>

Military statistics come from the Department of Defense (see Table 1)

#### **Possible discussion questions for Reading 4**

1. If you were a business owner, and a qualified person in a wheelchair, or who was missing an arm or a leg applied for a job, would you consider hiring him or her? Why or why not?
2. How does it make you feel when you see someone who is disabled? Do you feel embarrassed? Do you want to ask questions, but are afraid to? If you had the opportunity to speak to someone whom you know was disabled in combat, what would you want to say to him or her?

### **Reading 5: A Brief History of Disabled American Veterans: Vietnam (1964-1973)**

During the decade of the 60's America entered the longest war in our history. United States involvement in Vietnam grew so slowly that the public hardly noticed, but by 1965 so many troops were dying and coming home disabled, that it became impossible to ignore the war.

Initially, benefits for Vietnam veterans, even for disabled veterans, were not equal to those that had been granted to World War II veterans. This inequity began to be righted when President Lyndon B. Johnson signed the Veterans Readjustment Act of 1966. This bill made Vietnam veterans eligible for benefits similar to those granted to veterans of World War II and the Korean War. Additional legislation granted the children of 100 percent disabled veterans the same educational rights as the children of those killed in war. By the end of the war, the fate of prisoners of war (POWs) and of those missing in action (MIAs) also took on greater prominence and public attention.

Vietnam seemed to have caught the VA medical system by surprise, and veterans' hospitals were unable to efficiently meet the demands they faced when the tidal wave of wounded Vietnam veterans arrived. Such issues as Agent Orange and chemical and biological testing were slow to be addressed, and questions about exposure, anticipated illnesses, and critical consequences were not answered in a timely fashion. It was years before illnesses were diagnosed as service connected.

The issue of post-traumatic stress disorder (PTSD) was first defined in 1976 by the groundbreaking Forgotten Warrior Project, funded by the Disabled American Veterans (DAV). Vietnam veterans were experiencing serious post-war psychological problems, but Congress, the VA and the American public continued to deny that the psychological impact of war, whether Vietnam or any other war, is a legitimate disability.

#### **Sources**

Wars and Scars: The Story of Compassion & Service for our Nation's Disabled Veterans, Chapter 6: The Longest War, pp 39-48, <http://www.dav.org/about/History.aspx>

#### **Possible discussion questions for Reading 5**

1. Why was the U.S. unprepared to care for wounded service men and women coming home from Vietnam? Was this any different from what happened in previous wars? Is it a given that there will be wounded after a war?
2. Post traumatic stress disorder (PTSD) is a severe anxiety disorder that can develop after exposure to any event which results in psychological trauma. Do you think that it could be a service related disability? What sorts of things do you think would cause PTSD?

## **Reading 6: A Brief History of Disabled American Veterans: The 1980s**

During the 1980s American troops saw small-scale military involvement in Grenada, Panama, Lebanon, Somalia, Haiti, Bosnia, and Liberia, but how many Americans remember these conflicts? Unfortunately, the American public forgets wars as soon as the television news coverage ends. The sacrifices made by the men and women in our armed forces are often forgotten as well.

Among our forgotten veterans are Prisoners of War. More than half a million Americans have been captured and interned as Prisoners of War since the American Revolution, the largest number occurring during the Civil War when some 220,000 Confederate soldiers were captured by the North and almost 127,000 Union soldiers were interned by the South. Since World War I more than 142,000 Americans, including 83 women, have been interned as POWs. Another 93,000 have been lost or never recovered.

In 1981 President Ronald Reagan signed the Former Prisoners of War Benefits Act into law, the first improvement in POW benefits in 35 years. The law established an Advisory Committee on Former Prisoners of War, mandated medical and dental care, and identified a presumption of service-connection for certain diseases.

In 1982 the U.S. Senate and House of Representatives designated an entire week as National Disabled Veterans Week. More progress came with the Veterans' Health Care and Programs Improvement Act of 1983, and in 1984 Vietnam veterans reached an out-of-court settlement with seven chemical companies that had produced the herbicide Agent Orange during the war in Southeast Asia. Also in 1984 a federal judge in Salt Lake City, Utah, found the U.S. government negligent in its aboveground testing of nuclear weapons in the Nevada desert from 1951 through 1962.

Against the wishes of several of his staff and to the surprise of Washington officials, President Reagan supported Congress when it voted overwhelmingly to elevate the Department of Veterans Affairs (VA) to Cabinet-level status in 1987. Veterans' groups had been asking for this legislation for several decades. President Reagan also signed Public Law 100-321, the Radiation Bill, recognizing radiation-related health problems among veterans.

Another ground-breaking program was the creation by Congress in 1988 of a United States Court of Veterans Appeals, the only Court in the land that allowed non-attorney practitioners to participate. Veterans were opposed to giving the legal community access to the earned benefits of disabled veterans, since lawyers working veterans' claims could have taken as much as a third of the benefits that were so hard to obtain and so needed by the veterans to survive. The Court of Veterans Appeals allowed for veterans organizations to participate if their representatives met certain standards of competency. The Court, which became reality in 1989, allows veterans to appeal decisions on claims denied by the VA's Board of Veterans' Appeals.

### **Sources**

Wars and Scars: The Story of Compassion & Service for our Nation's Disabled Veterans, Chapter 7: Changing of the Guard, pp 49-54, <http://www.dav.org/about/History.aspx>

Former Prisoners of War Benefit Act, <http://www.military.com/benefits/veteran-benefits/former-prisoners-of-war>

### **Possible discussion questions for Reading 6**

1. Is anyone that you know, or anyone in your family, disabled, or a disabled veteran? How has their disability changed their life? How has it changed life for other family members?
2. What can we do to make sure that the sacrifices made by disabled veterans are not forgotten by the American public?
3. What are some of the reasons why the VA might deny a veteran's benefits claims? Should veterans be able to appeal claims that are denied?

### **Reading 7: A Brief History of Disabled American Veterans: The Gulf War**

In 1991 American troops were in the Middle East demanding an end to Iraq's occupation of Kuwait. On January 16<sup>th</sup> Operation Desert Shield morphed into Operation Desert Storm. It took 100 hours for the U.S. to force Iraqi troops from Kuwait. On February 27<sup>th</sup>, President George H. Bush, himself a World War II aviator shot down by the Japanese in the Pacific, announced a ceasefire.

Each 750-pound bomb that was dropped on Baghdad cost \$4,000. A similar sum would buy a state-of-the-art prosthetic limb for a disabled veteran, but most veteran amputees don't wear state-of-the-art prostheses because there are no funds to purchase them.

In spite of the increased costs associated with caring for tens of thousands of Gulf War veterans suffering from Gulf War Syndrome, and an aging veteran population, Congress and the Administration constrained VA spending following the Gulf War. Gulf War Syndrome refers to a group of poorly understood illnesses afflicting veterans of the Persian Gulf War. The most characteristic symptoms include fatigue, musculoskeletal complaints, and psychiatric complaints of emotional distress, anxiety, and cognitive problems. Researchers finally decided that the illnesses were probably caused by exposure to chemical and biological weapons.

In the late 1990's the two-year time frame for eligibility for Gulf War veterans was extended, allowing them more time to file disability claims for undiagnosed illnesses. Veterans groups also called on the Administration to halt the testing of experimental drugs on U.S. military personnel without first obtaining their permission and advising them of the potential side effects. An example was the use of an anti-nerve gas drug given to U.S. troops in the Gulf War.

Following a federal court ruling that the VA improperly withheld millions of dollars in service-connected disability compensation and death benefits for Vietnam veterans and their survivors, a review was ordered for all benefit claims for Agent Orange exposure benefits that had been denied. Thousands of Vietnam veterans and their survivors who may have been wrongly denied benefits were identified. As America moved closer to normal diplomatic relations with Vietnam, veterans groups also called for cooperation on POW/MIA issues, including a full accounting for the more than 2,500 Americans missing from the Vietnam War.

U.S. Labor Department surveys found that unemployment among veterans with serious service-connected disabilities was almost three times the national average for all workers. Surveys found that more than 250,000 veterans were destitute and homeless at one time or another during any given year of that decade. Service men and women who had served their country honorably and were now suffering with disabilities were forgotten by our Nation. In spite of our national promise that "We don't leave our wounded behind," our wounded were being abandoned right on our own home soil. Of particular concern were Native American veterans, who obtained the VA benefits that they earned at lower rates than other veterans.

In the late 1990's Congress took \$15.5 billion in funding for veterans' benefits to pay for election-year pork barrel transportation projects. The cuts were made in spite of a predicted \$63 billion federal budget surplus.

**Sources:**

Wars and Scars: The Story of Compassion & Service for our Nation's Disabled Veterans, Chapter 8: New Wars and a New Era, pp 55-64, <http://www.dav.org/about/History.aspx>

Former Prisoners of War Benefit Act, <http://www.military.com/benefits/veteran-benefits/former-prisoners-of-war>

U.S. Department of Labor, Homeless Veterans' Reintegration Program, [http://www.dol.gov/vets/programs/fact/Homeless\\_veterans\\_fs04.htm](http://www.dol.gov/vets/programs/fact/Homeless_veterans_fs04.htm)

Bureau of Labor Statistics, Employment and unemployment among Vietnam-era veterans, <http://www.bls.gov/opub/mlr/1990/04/art4full.pdf>

Bureau of Labor Statistics, Employment status of veterans 18 years and over by presence of service-connected disability, reported disability rating, period of service, and sex, August 2007, <http://www.bls.gov/news.release/vet.t05.htm>

**Possible discussion questions for Reading 7**

1. Does the U.S. government have a responsibility for providing protective equipment for members of the military serving in a war zone? What if a service member is injured and disabled for a lack of protective equipment? What is the government's responsibility?
2. Should the U.S. government spend as much on the care of veterans and military personnel as it spends on high tech weapons? Explain your reasoning.
3. When a large group of veterans are affected by the same illness, but the illness or its origin isn't fully understood, what is the government's responsibility?

### **Reading 8: A Brief History of Disabled American Veterans: The War on Terror**

On October 12, 2000 seventeen crew members were killed and thirty nine more were injured when a boat loaded with explosives detonated amidships the USS Cole while it was refueling in the port of Aden, Yemen. This was the first terrorist attack of the new century. On September 11, 2001, passenger airliners crashed into the Twin Towers in New York City, into the Pentagon, and in the Pennsylvania countryside. The resulting war on terror began on several fronts, including Afghanistan, Yemen, and the Philippines.

On March 19, 2003 the United States and other nations launched war on Iraq. The organized resistance lasted only a few weeks, but was followed by a guerilla war of insurgency that attracted terrorists and foreign fighters. American men and women are still being killed and maimed in ambushes, roadside bombings, and uprisings. In FY2004, the VA allotted nearly 25.5 billion dollars for medical care out of a total of 59.9 billion dollars for all VA programs.

#### **Sources**

Wars and Scars: The Story of Compassion & Service for our Nation's Disabled Veterans, Chapter 9 : The Gulf War Legacy, pp 65-72, <http://www.dav.org/about/History.aspx>

#### **Possible discussion questions for Reading 8**

1. Refer to Table 4. Which conflict has the highest percentage of wounded? Why would this particular war have the highest percentage of wounded? How is this war different from the other wars in Table 4?
2. Were the attacks on September 11, 2001 acts of war? Why or why not?

**Reading 9: The Design of the American Veterans Disabled for Life Memorial**  
**\*OPTION: Visit school computer lab and have students explore the official site of the American Veterans Disabled for Life Memorial, [www.avdlm.org](http://www.avdlm.org)**

In 1998 philanthropist Lois Pope and Arthur Wilson, the National Adjutant of the Disabled American Veterans, formed the Disabled Veterans' LIFE Memorial Foundation with the sole purpose of raising the funds needed to design and build the American Veterans Disabled for Life Memorial in Washington D.C. The first executive director was Jesse Brown, former Secretary of Veterans' Affairs.

The Disabled Veterans' LIFE Memorial Foundation opened the Invitational Design Competition for the American Veterans Disabled for Life Memorial on Veterans' Day 2002 with the participation of over 20 renowned architectural firms. In July of 2003, Michael Vergason Landscape Architects was selected from among several finalists to design the memorial. The firm's projects include work at the National Cathedral, the U.S. Cemetery at Omaha Beach, the U.S. Supreme Court, Monticello, Montpelier, Gannett Corporate Headquarters, Johns Hopkins University, and the University of Virginia.

The Memorial's initial design concept was approved by the National Capital Planning Commission (NCPC) and by the Commission of Fine Arts (CFA) in November of 2006. Its central feature is a star-shaped fountain, with each of the five points representing Army, Navy, Marines, Air Force and Coast Guard, and with a single ceremonial flame at its center. The fountain fans out into a reflecting pool that will reflect the Capitol dome on its surface.

The "Wall of Gratitude" on 2<sup>nd</sup> Street (to the west) will identify the Memorial name and entrance. Those coming through the "Wall of Gratitude" entrance will have a view of the Capitol.

South of the reflecting pool, the Memorial Grove will feature Ginkgo trees, universal symbols of peace. Within the grove will be marble walls and etched glass walls with quotes from sources such as the Gettysburg Address, the military Oath of Service, and the Declaration of Independence.

The "Voice of Veterans" section will include personal recollections of veterans from the Revolutionary War to the present conflict in Iraq. Themes include freedom, the call to duty, challenges of healing, and renewed discovery of purpose.

Each glass panel, which will be backlit, will consist of five laminate layers, the inner ones etched so that quotes of varying size will appear to float at different depths. Sculptural elements will be included in the form of glass art panels with a southern orientation.

American Elms (which represent strength and intuition) will be planted to the east of the reflecting pool, and a screen of Cypress trees (symbolizing sacrifice) to the west. An American

flag will fly from the northernmost tip of the triangular site. Granite slab benches are incorporated along the west and east perimeter, as well as within the “Voices of Veterans” section at the south end of the memorial.

**Possible discussion questions for Reading 9**

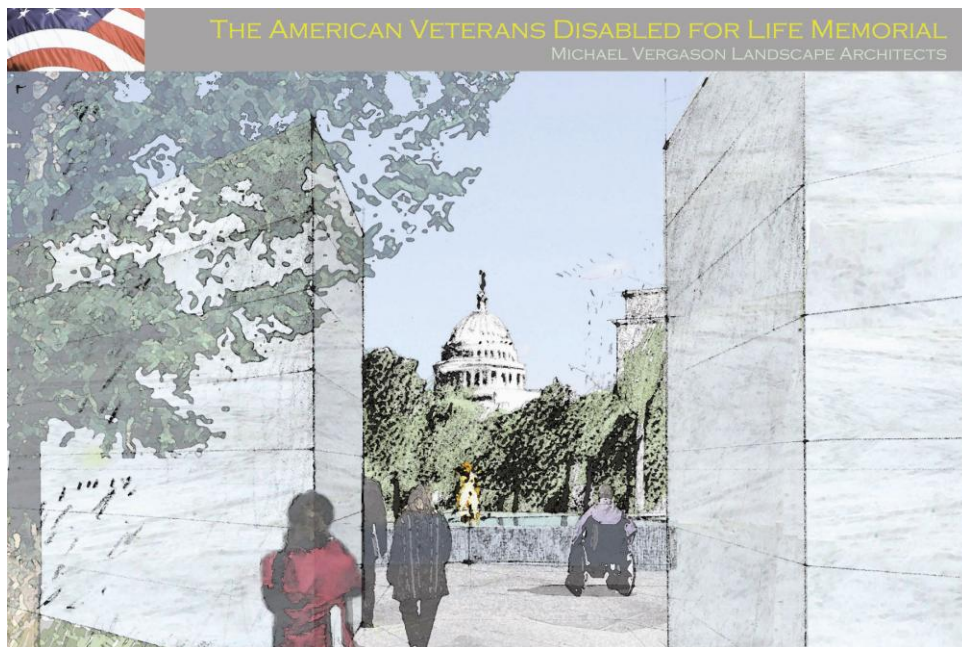
1. Why is the design of the Memorial important?
2. Why do you think that it was important to the designers of the Memorial that it be in plain view of the Capitol building?
3. What do you think the reason is for the ceremonial flame at the center of the 5-point star? Why is water an important element in the design of the Memorial?
4. What is the message behind the different types of trees selected to be a part of the memorial?

## Visual Evidence

### Illustration 1: View of Southwest Entrance



### Illustration 2: Capitol View



**Illustration 3: Aerial View**



## Putting It All Together

### **Group Discussion: (whole class, small groups)**

What is a hero? What are the qualities that make someone a hero? Who are your heroes? Do you know someone who has done something heroic?

Can you think of a situation where you would risk getting hurt in order to save or protect someone else?

Is anyone in your family a veteran? In what branch of the service did they serve? Where did they serve?

Is anyone in your family a disabled veteran? Do you know how they were injured? Were their actions heroic? Why do you think that they enlisted in the military knowing that they might get hurt or killed? Why is it important that you and your family and others remember the sacrifices that these individuals made? What are some of the ways in which we can keep memories alive for our own and for future generations?

### **Possible culminating activities/assessments**

#### **Activity 1: Why build a memorial?**

Discuss: Why do we create memorials and monuments? Is it necessary to build memorials and monuments? Who are memorials meant for: the people or events being commemorated, the people remembering, or future generations? What types of things do we want to remember, and why? What does the American Veterans Disabled for Life Memorial mean to you? Do you think future generations will interpret the memorial the same way? Why or why not?

Think of an object that brings back an important memory to you every time that you see it. Write a short paragraph describing what this object reminds you of. Include whether it's a happy memory, or a sad memory, the time period that it represents, and other people or events that are related to it. If possible, bring the object to class.

#### **Activity 2 (long term project): Designing a memorial**

Have students divide into groups. Ask each group to choose an individual (or group of individuals), either contemporary or from history, whose actions should be remembered. Have them list the reasons this individual (or group) should be memorialized. What did they do? What characteristics did this person have that made them heroic? Why should they and their actions be remembered? How will it benefit us and future generations for them and their actions to be remembered? What symbols could you use to represent your heroes and their heroic actions? Ask each group to design a memorial for their selected person or group. The memorial can be represented using various elements, such as visual (2D-3D), musical, or technology. Students will present the memorial to the class and explain their design choices.

### **Activity 3: Research a Disabled Veteran**

Discuss: Is it important to memorialize disabled veterans? Why? Do disabled Americans face problems that other Americans don't face? What are those problems? How is everyday life different for people who are disabled? Do you have a friend or family member who is disabled? What type of disability do they have? How does it make you feel to see someone in a wheelchair, or to see someone who is missing an arm or a leg?

Who are some famous people who have done great things in spite of their disabilities? How about regular people who live regular lives in spite of their disabilities? Visit the website for the Wounded Warrior Project, <http://www.woundedwarriorproject.org>, (or use another source) and read stories about disabled American veterans whose lives have made a difference. Have students divide into groups. Have each group select a wounded warrior, read and discuss their story, and report on that individual to the class. You could also invite a disabled veteran to your class and ask him or her to give their first person account. See the list of veterans' service organizations (VSOs) in the "Resources" section for assistance in finding a local veteran.

### **Activity 4: Create an advertisement**

Have students visit [www.avdmlm.org](http://www.avdmlm.org). Discuss some or all of the following questions: What year is the American Veterans Disabled for Life Memorial scheduled to be dedicated? Why did it take so long for a memorial to be built to honor disabled veterans? What other veterans' memorials are there? What groups or individuals were most active in advocating a memorial for disabled veterans? Why? Did they encounter any opposition? Why was that particular design selected for the memorial? How was the location selected? Is it a good location? Why? How is the design of this memorial different from that of other memorials in our nation's capital? Do you think it's a good design? Why or why not?

Create an advertisement for the memorial. Discuss what elements are included in an advertisement: a non-personal form of communication intended to persuade an audience to purchase or take some action upon products, ideals, or services. It includes the name of a product or service and how that product or service could benefit the consumer. Create an advertisement to convince consumers that they should support the memorial in some way, either through donations, becoming an ambassador, or volunteering time to spread the word about the memorial. See [www.avdmlm.org](http://www.avdmlm.org) and click on Support the Memorial for ideas. Encourage students to use various techniques in their advertisements. Have students share their advertisements with the class.

## The American Veterans Disabled for Life Memorial: A Nation's Debt of Honor

### Supplementary Resources

**The American Veterans Disabled for Life Memorial** website, [www.avdlm.org](http://www.avdlm.org), has information about the memorial, a virtual tour of the memorial, and an honor roll where disabled veterans can register.

#### **Wars and Scars: The Story of Compassion and Service for Our Nation's Disabled Veterans**

The Disabled American Veterans (DAV) has a very good history of disabled American veterans on their website: <http://www.dav.org/about/History.aspx>

**The United States Department of Veterans Affairs** website has a Kids Page link that has resources for both kids and teachers which includes an extensive "Veterans Day Teacher Resource Guide." <http://www.va.gov/>

**The Veterans History Project** is a collection of first-hand accounts of U.S. Veterans from the following wars:

- World War I (1914-1920)
- World War II (1939-1946)
- Korean War (1950-1955)
- Vietnam War (1961-1975)
- Persian Gulf War (1990-1995)
- Afghanistan and Iraq conflicts (2001-present)

<http://www.loc.gov/vets/about.html>

**The Library of Congress** subject index has a subject category for disabled veterans:

<http://memory.loc.gov/pp/cphSubjects182.html>

<http://www.loc.gov/index.html>

**Veterans Service Organizations (VSO's)** can be helpful in putting you in contact with veterans throughout the country who are eager to share their experiences with young people:

- The Military Chaplains Association [www.mca-usa.org](http://www.mca-usa.org)
- The Paralyzed Veterans of America [www.pva.org](http://www.pva.org)
- Legion of Valor of the USA, Inc. [www.legionofvalor.com](http://www.legionofvalor.com)
- The Military Order of the World Wars [www.militaryorder.net](http://www.militaryorder.net)
- The Retired Enlisted Association [www.trea.org](http://www.trea.org)
- Congressional Medal of Honor Society [www.cmohs.com](http://www.cmohs.com)
- Disabled American Veterans [www.dav.org](http://www.dav.org)
- Military Officers Association of America [www.moaa.org](http://www.moaa.org)
- Polish Legion of American Veterans [www.plav.org](http://www.plav.org)
- Korean War Veterans Association [www.kwva.org](http://www.kwva.org)

- American GI Forum [www.agif.us](http://www.agif.us)
- Jewish War Veterans of the USA [www.jwv.org](http://www.jwv.org)
- American Ex-Prisoners of War [www.axpow.org](http://www.axpow.org)
- Catholic War Veterans <http://cwv.org>
- Vietnam Veterans of America [www.vva.org](http://www.vva.org)
- Veterans of Foreign Wars of the United States [www.vfw.org](http://www.vfw.org)
- AMVETS [www.amvets.org](http://www.amvets.org)
- Blinded Veterans Association [www.bva.org](http://www.bva.org)
- Army and Navy Union [www.armynavy.net](http://www.armynavy.net)
- Non Commissioned Officers Association [www.ncoausa.org](http://www.ncoausa.org)
- The American Legion [www.legion.org](http://www.legion.org)
- Military Order of the Purple Heart of the USA [www.purpleheart.org](http://www.purpleheart.org)
- Pearl Harbor Survivors Association [www.pearlharborsurvivor.net](http://www.pearlharborsurvivor.net)
- Fleet Reserve Association [www.fra.org](http://www.fra.org)
- The Marine Corps League [www.mcleague.org](http://www.mcleague.org)
- Online directory of veterans organizations: [www.va.gov/vso](http://www.va.gov/vso)

**The National Park Service** has resources for both teachers and students, including links to other monuments and historic places. <http://www.nps.gov/learn/>

For other lesson plans on caring for disabled veterans of the Civil War, see:

The Battle of Bentonville: Caring for Casualties of the Civil War,  
<http://www.nps.gov/nr/twhp/wwwlps/lessons/69bentonville/69bentonville.htm> and

A Nation Repays Its Debt: The National Soldiers' Home and Cemetery in Dayton, Ohio,  
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/115dayton/115dayton.htm>

Since the Union won the war, Civil War records are based only on Union statistics, and are based on incomplete records in many cases. More than 3.2 million soldiers are estimated to have served in the Civil War, 2.2 million in the Union Army and about 1 million in the Confederate Army. Approximately 2.7 million veterans returned home. Union casualties include an estimated 364,511 dead and 281,881 wounded. The total free population of the United States during the Civil War was 27,489,561, and the slave population was 3,953,760, for a total of 31,443,321. ("The Civil War and Reconstruction" by Randall and Donald, based on the 1860 U.S. Census)

#### **Other Memorials to Veterans in Washington D.C.:**

- National World War II Memorial, dedicated in 2004
- Korean War Veterans Memorial, dedicated in 1995
- Vietnam Veterans Memorial, dedicated in 1982
- The Second Division Memorial
- Vietnam Women's Memorial at Vietnam Veterans Memorial

- African American Civil War Memorial
- Iwo Jima/United States Marine Corps Memorial
- Tomb of the Unknown Soldiers at Arlington National Cemetery
- The Women in Military Service for America Memorial, Arlington National Cemetery
- Air Force Memorial at Arlington National Cemetery
- Remember the Maine at Arlington National Cemetery
- United States Navy Memorial

**Save Outdoor Sculpture** is a resource for identifying, documenting, and conserving outdoor sculpture nationwide. <http://www.heritagepreservation.org/programs/sos/index.html>

**Facts about the Americans with Disabilities Act (ADA):** <http://www.eeoc.gov/facts/fs-ada.html>  
ADA Homepage: <http://www.ada.gov/>

**WWI:** There is extensive information on WWI at: <http://www.teacheroz.com/wwi.htm> .

### **Contemporary Laws, Conferences and Reports Benefiting Disabled American Veterans**

- **The New GI Bill: the Post 9/11 Veterans Education Assistance Act:** On June 30, 2008, President Bush signed the new GI Bill into law. The bill takes effect on August 1, 2009 and provides upfront tuition payments directly to the school, a book/supply stipend of \$1,000 per year and a monthly living stipend. The tuition payments can be used at any public or private school but are capped at the cost of the most expensive public school in the state. More expensive private schools offering a veterans-only scholarship will have the scholarship matched dollar for dollar up to the full cost of tuition. The monthly living stipend is based on the Department of Defense Basic Housing Allowance (BAH) for the region. To qualify, a veteran has to have served at least 90 days of active duty post 9/11 and have remaining entitlement. Benefits last for 15 years after separation. Famous Americans educated under the first GI Bill: President Gerald Ford (U.S. Navy), Senator John Warner (U.S. Navy), Senator Bob Dole (U.S. Army), Justice Byron White (U.S. Navy), Senator Daniel Inouye (U.S. Army), President George Bush (U.S. Navy), Chief Justice William Renquist (U.S. Army Air Corp). <http://www.gibill2008.org/>
- **National Summit on Women Veterans Issues:** Summits were held in 1996, 2000, 2004, and 2008. The 2008 summit focused on health care for women veterans, including women's needs in prosthetics and rehabilitation, hiring women's advocates in VA medical centers, purchasing specialized women's health care equipment, expanding medical education in women's health for VA care providers, and making sure that every female veteran enrolled in VA care has a women's health primary care provider, especially to meet gender-specific needs. The 2008 summit was sponsored by the VA Center for Women Veterans, the VA Employee Education System, American Legion Auxiliary, AMVETS, DAV and VFW. Other assisting veterans groups included the Blinded Veterans Association, Military Officers Association of America, Paralyzed Veterans of

America, the American Legion, Vietnam Veterans of America, and TriWest. The next national summit will be held in 2012. <http://www.va.gov/womenvet>

- **Capital Asset Realignment for Enhanced Services (CARES) report:** Compiled by the Department of Veterans Affairs in 2004, this report called for spending \$6.1 billion over seven years to improve medical care for veterans. CARES is a system-wide process to prepare the Veterans Administration for meeting current and future health care needs of veterans. It is a comprehensive analysis of the VA's health care infrastructure. <http://www.va.gov/cares/default.asp>
- **Veterans' Benefits Improvement Act of 2008:** This law affects several veterans' programs, including pension, housing, education, and readjustment benefits. <http://thomas.loc.gov/cgi-bin/bdquery/z?d110:s.03023>
- **Veterans Health Care Authorization Act of 2008:** This law changes existing veterans' health care programs and creates a number of new health care programs for veterans. It also authorizes the Department of Veterans Affairs to construct or lease several medical facilities. Implementing the bill will cost \$7.2 billion over the 2009-2013 period. <http://www.govtrack.us/congress/bill.xpd?bill=s110-2969>; <http://thomas.loc.gov/cgi-bin/bdquery/z?d110:s.02799>
- **Veterans' Opportunity in Education and Business Act of 2008:** This law requires the Department of Veterans Affairs to establish and expand programs to improve veterans' employment opportunities. The Congressional Budget Office estimates that implementing the bill will cost \$314 million over the 2009-2013 period. <http://thomas.loc.gov/cgi-bin/cpquery/T?&report=hr785&dbname=110&>
- **Veterans Education and Benefits Expansion Act of 2001:** This law restored the presumption that Vietnam veterans were exposed to herbicides, increased specially adapted housing and automobile grants for severely disabled veterans, and increased the plot allowance and the burial allowance for service-connected veterans. It removed the 30-year limitation on the time for presuming service connection for respiratory cancer as related to herbicide exposure, expanded and improved provisions for service connection of undiagnosed and poorly defined illnesses in Persian Gulf War veterans, liberalized provisions for entitlement to non-service connected pensions, authorized bronze markers for already marked graves of veterans buried in private cemeteries, and increased education allowances for survivors and dependents and those eligible under the Montgomery GI Bill. [http://www7.nationalacademies.org/ocga/laws/PL107\\_103.asp](http://www7.nationalacademies.org/ocga/laws/PL107_103.asp)

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