The Cantigny First Division Oral History Project- Phase III (CFDOHP-III) was an immersive learning experience developed in the History Department’s public history program at Ball State University and headed by Dr. Michael Doyle. The project is a partnership between Ball State University and the First Division Museum at Cantigny in Wheaton, Illinois. The museum is dedicated to the history of the 1st Infantry Division of the United States Army. The two previous phases have focused on interviewing veterans from World War II through the wars in Afghanistan and Iraq. CFDOHP-III took place in Fall 2012, and Ball State University students conducted the interviews.

The interviewees consisted of fourteen non-commissioned officers and one private first class soldier who served with the 4th Maneuver Enhancement Brigade and are attached to the U.S. Army’s 1st Infantry Division (1 ID) and based at Fort Leonard Wood, Missouri. In addition, there were two commissioned officers from the 1 ID who are based at Fort Riley. LTC Steven Hibler of the Indiana National Guard (who serves as the chair of BSU’s Department of Military Science) and two recent veterans, one a specialist who served with the 1 ID and the other a petty officer 3rd class who served with the U.S. Navy, were also interviewed. Not all interviews conducted during the phase were used in the following source sets. The interviews referenced in the source sets are suggestions and are meant as an example of the rich potential of using these materials in the classroom. Teachers should peruse the interviews and feel free to develop lessons based on the specific interests of their students.

The historical habits of mind reinforced by these source sets are focused on teaching students historical empathy at a most basic level and helping them realize that not all problems have a solution. War and soldiers’ involvement in war can be complicated and controversial. These lessons use soldiers’ accounts, with other sources, to examine various aspects of the United States’ role as a militaristic nation and its consequences. Students will analyze soldiers’ responses and reactions to different aspects of their experiences and begin to develop an appreciation and knowledge of the depth and complexity of war. Students will examine and analyze questions that allow them to see how soldiers felt, then put those thoughts and feelings into a larger context.

Source Set 1: Why enlist?
This lesson explores why young people enlist in the military. There are two different interviews, one from the Cantigny Phase III project and another from National Public Radio, with two different perspectives on why they enlisted. The Cantigny interviewee enlisted because he felt like it was the only option that made sense to him. The interviewee from NPR enlisted because of the benefits and patriotism she felt. The interviews are followed with a U.S. News and World Report article that provides an overview of the different reasons people enlist in the military. These different reasons are economic benefits (job stability, college education), patriotism, and networking or job experience.
These sources are meant to give students different perspectives on why people make the choice to enlist and challenge students to put themselves in that position. Students are analyzing two different perspectives of a life changing experience and examining these decisions within a specific context. Analyzing two different perspectives also gives students the skills to recognize the different values that our society holds about the military and its role in people’s lives.

Common Core Standards - History/Social Sciences
- Reading, pg. 61: Key Ideas & Details
  - Grades 9-10: Standard 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  - Grades 11-12: Standard 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Sources
- Cantigny First Division Oral History Project- Phase III: Spc. James Burnett

Source Set 2: September 11
This source set looks at the September 11, 2001 terrorist attacks and the immediate impact Americans felt. The September 11 attacks are the beginning of America’s War on Terror, and it is important for students to understand this as the turning point in America’s foreign policy in the 21st century. The magnitude of the attacks made it the worst on United States’ soil since the Japanese attack on Pearl Harbor in 1941. Not only did the crash of the four planes kill everyone on board, but they caused massive damage and causalities. The three sources in this set provide students with an overview of the day and share a perspective from a veteran who participated in the Cantigny First Division Oral History Project III, Ltc. Hibler. Using video and media in this lesson will help students experience the emotions and intensity of the day.

Students will analyze the events of the day to try to understand why September 11, 2001 is such a crucial day in American history. The incorporation of video and media gives students an insight as to how the attacks affected and interrupted the daily lives of Americans. It helps them develop historical empathy and analyze the events through the eyes of people who actually experienced them. Ltc. Hibler’s interview provides a different perspective. He was in Indiana
on September 11, but still experienced the panic and chaos that it caused. Students are able to see different accounts from the day to piece together the larger picture and impact the terrorist attacks had.

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Sources
  - Cantigny First Division Oral History Project- Phase III: Ltc. Steven Hibler

Source Set 3: Preparation
The first step of any soldier is to go through basic training. The source set looks at the United States Army’s overview and introduction of basic training, as well as comparing and contrasting two soldiers’ experiences of it. The US Army basic combat training (BCT) is a 10-week program at Ft. Leonard Wood in Missouri, Ft. Benning in Georgia, Ft. Jackson in South Carolina, Ft. Knox in Kentucky, and Ft. Sill in Oklahoma. Every soldier that goes through BCT has both a similar and different experience. Part of BCT is to get soldiers to think as a cohesive group, but the personal journey of each soldier can be very different. This lesson looks at two soldiers’ experiences of BCT, Spc. Benjamin Fitz and Spc. Tucker Powers, from the Cantigny First Division Oral History Project III.

Students are able to examine the Army’s overview and introduction to basic training then examine their generalizations or stereotypes of basic training. What comes to mind when they think of boot camp? What comes to mind when they think of basic training? Then students can view and read two experiences of BCT to see if those generalizations and stereotypes are reinforced or challenged. Students are also able compare and contrast the soldiers’ experiences at BCT. This is important for students to see the values and ideals are exemplified by BCT, but it also brings out how BCT affects people individually.
Lesson 4: Leadership
Leadership opportunities and experiences are integral to Army personnel and operations. There can be many definitions of leadership. Pfc. David Bystrom explains his definition and how leadership has influenced his experience in the Army thus far. As with any large organization, there is potential for problems within the organization of leadership, and retired Col. Charles D. Allen and economist Tim Kane wrote articles for the Washington Post that discusses difficulties and problems within Army leadership. Recently there has been a decline of retention, and less qualified personnel are put in higher leadership positions. The two have different ideas on how to solve this problem.

Students will be formulating their own definition of leadership and their definition of leadership in the military. By doing this they can reflect on values and ideas within the military. Students are also confronted with a problem that contrasts Pfc. Bystrom’s experiences. This helps students examine multiple views of the same theme. They are also able to compare and contrast two different solutions to the same problem. Students are able to see how complex solving an abstract problem in a large organization can be.

Common Core Standards – History/Social Sciences
• Reading, pg. 61: Integration of Knowledge and Ideas
  o Grades 9-10 Standard 9: Compare and contrast treatments of the same topic in several primary and secondary sources.
  o Grades 11-12 Standard 9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Sources
• The United States Army overview and introduction to basic combat training: http://www.goarmy.com/soldier-life/becoming-a-soldier/basic-combat-training.html
• Cantigny First Division Oral History Project Part III: Spc. Benjamin Fitz
• Cantigny First Division Oral History Project Part III: Spc. Tucker Powers
• Cantigny First Division Oral History Project Part III: Pfc. David Bystrom


Source Set 5: Combat Experience
The main element of war is combat. Insurgent or gorilla combat had characterized the war in Iraq. This involved American troops having to patrol for IEDs, not having much cooperation with local Iraqi people, and not knowing who was sympathetic to the insurgents or to the Americans. Sfc. Joshua Marcum relates his first combat experience by laughing about it, a mechanism soldiers could use to cope with the uncertainty of war. The two maps in this source set show the Iraq provinces and major insurgent attacks of the war up to 2007. These are to help students visualized where Sfc. Marcum was and why he experienced combat frequently.

In analyzing Sfc. Marcum’s interview, students are asked to consider his reaction to his experiences and reflect on why he didn’t feel like his job was done in Iraq. This helps students empathize with his experiences and start to understand why the war in Iraq was so complex. The maps included are to enable students to visualize where troops would be and to see Sfc. Marcum’s proximity to Baghdad and the Sunni Triangle before 2007. By comparing places and proximities on the map, students can see how geographic location can affect the amount of combat and potential difficulties with local Iraqis. Students are also asked to research and write how difficulties with locals hindered cooperation with American troops. This allows students to place Sfc. Marcum’s interview into the larger context of the war.

Common Core Standards – History/Social Sciences

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  - Grades 11-12 Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- Writing, pg. 65: Text Types and Purposes
  - Grades 9-10 Standard 2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - Grades 11-12 Standard 2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Sources
- Cantigny First Division Oral History Project Part III: Sfc. Joshua Marcum
- Map of Iraq provinces: http://iraqpictures.org/map-of-iraq/
- Map of Iraq War as of 2007: http://en.wikipedia.org/wiki/War_on_Terror

Source Set 6: Women
Women’s roles in the military has evolved from taking care of the home front, to becoming nurses and spies, to eventually entering combat. In January 2013 the ban on women in combat was lifted. This opened the door for women in Afghanistan and Iraq to be formally recognized for their experiences in the field. Spc. Rebecca Smith relates the competition that she experienced, not only with male soldiers, but female soldiers as well. Retired Cpt. Tanya L. Domi’s article from the New York Times discusses the positives to the ban on women being lifted. Paul Szoldra’s article from Business Insider discusses the potential negatives that could come from the ban being lifted.

Students’ introduction to the issue of women in the military will focus on Spc. Smith’s commentary about the increased competition among women. Students will then examine two different arguments with respect to the lifting of the ban on women in combat. This enables them to see both sides and make their own decision on the issue. This debate uses different sources to show change in policy and how society’s values can shift over time.

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Source Set 7: Coming Home
Readjusting to “normal” or civilian life is a struggle many veterans have experienced since the Civil War. This struggle was named post-traumatic stress disorder or PTSD after the Vietnam War. Some soldiers returning home from
deployment experienced isolation, anger, depression, and hostility. This experience is no different for the wars in Afghanistan and Iraq. More and more soldiers are experiencing PTSD to various extents, and two articles from *Huffington Post* and *The Daily Beast* (*Newsweek*'s online affiliate) examine how many veterans really are experiencing PTSD and the effects it has on soldiers and society. Ltc. Hibler relates his experiences readjusting to life after deployment. While he didn’t experience PTSD, he provides a different perspective on how a service person readjusts.

Students are examining the challenges of readjusting to life after war. The two articles address facts and figures of those challenges and the consequences of both handling and not handling those challenges. By examining these sources, students can develop an understanding for the seriousness of PTSD. Ltc. Hibler describes a different experience than what the two news articles expose. He did experience some readjustment issues, but nothing that could be classified as PTSD. Students are also challenged to come up with questions to ask an Afghanistan or Iraq veteran about their experiences readjusting.

Common Core Standards – History/Social Sciences

- **Reading, pg. 61: Key Ideas and Details**
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Sources

- Cantigny First Division Oral History Project Part III: Ltc. Hibler