

FLORIDA HISTORY LESSON PLAN

# DEFENDERS OF DEMOCRACY

FLORIDA EDUCATION PROJECT BY  
JOHN G. RILEY





# JOHN G. RILEY HOUSE & MUSEUM

Produced by the John G. Riley Center/Museum of African American History & Culture, Althemese Barnes and staff

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# DEFENDERS OF DEMOCRACY

## *INTRODUCTION*

The contributions of Black Floridians in our nation's internal wars and conflicts and those fought abroad are often overlooked, given the dominant shadow of more famed states and encounters such as those in Massachusetts, Pennsylvania, Virginia, South Carolina, and Georgia. Even in those states, more traditionally thought of when studying America's history of war, the contributions of African Americans are seldom if at all acknowledged. Traditional American history books, personal diaries during war, and chronicled military actions almost never reference African Americans, and even less Florida African Americans who served. This omission in no way diminishes the fact that African Americans from Florida have contributed significantly in almost every period of War and Conflict our nation has engaged in from the period prior to the Revolutionary War to most recent Afghanistan. The honor, bravery, sacrifice and dedication to service demonstrated by thousands of African American Floridians in the defense of our nation challenges that of any state, and deserve full recognition in the official pages of American history.

Traditional classroom instruction on America's periods of war and conflict usually begins with the Revolutionary War period, excluding those earlier and often more significant events having a monumental impact on our nation's development. Continuing a common theme, there usually is no recording of the contributions of African Americans or black combatants in those periods or individual engagements. An empirical assessment of Floridian African Americans in America's Wars must include a review of the complete list of America's Wars and Conflicts occurring in the Territory and state of Florida, those on American soil, and those fought abroad. Florida's history is a prime example of an oftentimes-historical error of exclusion related to the enormous impact black combatants have made during America's Wars and Conflicts and their contribution to the eventual freedom of not just black people in Florida but America as a nation.

# DEFENDERS OF DEMOCRACY

## **Purpose:**

This lesson plan was developed to introduce students in grades 4 through 8 to the contributions made by Negro/Colored/Black and/or African American soldiers serving from the Civil War to Afghanistan in defense of Democracy in the United States of America. It was developed based on oral histories and a collection of some 50 photos and biographies representing different parts of Florida, from the northwest (Escambia) and northeast counties (Duval) to the central and south regions of the state. It provides information to teach about some of those who fought, their challenges, and the achievements and contributions they made to the United States on behalf of the State of Florida.

FS 1003.42 (2)(h) (formerly FS Section 223.061) requires that "Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully" the history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society."

This Teacher's Resource Guide and Lesson Plan provide tools and research materials to meet this challenge and applicable Florida Sunshine State Standards. The content provided includes historical background for each war, worksheets, and activities that can be freely reproduced and distributed. The Appendix contains a list of vocabulary words intrinsic to studying the different American wars and a guide to reading material and Internet sites with statewide historical content.

## **Objectives:**

- To use primary and secondary research of American military conflicts to raise awareness of the various wars, causes, outcomes from which to highlight the involvement of the Negro/Colored/Black/African Americans who served
- To improve the writing skills of students by engaging them in creative writing activities and exercises grounded in historically accurate information
- To heighten student knowledge of the positive influences and impact of the military on the lives of all Americans
- To Increase confidence in a student's ability to make a verbal presentation in the classroom
- To improve vocabulary skills

## **Resources Materials:**

Access to library and/or online materials

Paper and pencil

Related reference sources (provided)

Access to a place where imaginary news broadcasts can take place; props as available

# Regions and Counties Represented

## **Northwest**

Escambia

## **Central East**

Brevard  
Indian River  
Volusia

## **North Central**

Leon  
Columbia

## **Central West**

Duval  
St. Johns

## **Northeast**

Duval  
St. Johns

## **Southwest**

Charlotte  
Lee

07

C I V I L  
W A R

07

# DEFENDERS OF DEMOCRACY

## CIVIL WAR

### **Background:**

The American Civil War (1861 – 1865) has also been called the War Between the States, the War of Northern Aggression and the War of the Rebellion. For thousands of enslaved persons – most of African descent – it was the Freedom War. In 1862, President Lincoln's Emancipation Proclamation opened the door for enslaved and freedmen to enlist in the Union Army. Due to a federal law dating back to 1792, they had not been allowed to join the war effort. By the end of the war, approximately 180,000 Negro/Colored/Black soldiers joined the fight. Although many served in the infantry and artillery, discriminatory practices resulted in many being assigned to perform non-combat support duties as cooks, laborers, and teamsters. If captured by the Confederate Army, they also confronted a much more significant threat than their white counterparts. Despite their many hardships, African American soldiers served the Union Army well and distinguished themselves in many battles comprising about 10 percent of the Union Army, and one-third of the estimated enlisted lost lives. These soldiers provided valuable information, critically needed food stocks, and occasionally served as spies. There are documented cases also of a few people of color participating in combat field operations against the Union on the Confederate side. Estimates of how many were associated with the Confederacy vary widely from 25,000 to 80,000.

Florida played a major role in the Civil War. Plantations in Middle Florida produced large quantities of **cotton**[1]— the source of much of the old South's wealth. Other plantations located in the central portions of the Florida peninsula raised prime beef cattle. These were among several very needed products that helped to sustain the military. At the outset of the war, federal emplacements in the state included: an arsenal on the Apalachicola River, Ft. Clinch near Jacksonville, Ft. Marion at St. Marks, and the old Spanish fort at St. Augustine. Forts Barrancas, McRee, and Pickens were well staffed and formed an imposing **navy/army triangle**[2] in Pensacola Bay. Union held Key West controlled traffic entering or exiting through the Florida Straits and Florida's extensive coastline and numerous natural harbors and inlets proved helpful in the South. Other significant battles, raids and skirmishes took place in Hillsborough County (Tampa), Hernando County (Brooksville), Jackson County (Marianna), Lee County (Ft Myers), Leon County (Battle of Natural Bridge) and Alachua County (Gainesville). By the end of the War, that freed over 160,000 enslaved Africans in Florida, there had been 120 African American infantry regiments 12 heavy regiments, 10 light artillery batteries and 7 cavalry units fighting on the Union side. There were 1,044 USCT Soldiers from Florida who served with the Union Forces. Kept It is hard to say without adequate records being kept how many of the soldiers died on Civil War Battle Fields, however, 2,751 USCT Soldiers died in the battle. Many of the Soldiers that fought battles in Florida were not originally from Florida, but made it their home afterward. All total, there were 68,178 USCT Casualties during the Civil War and more than 38,000 USCT deaths, many from diseases and battle field wounds.

At the end of the war many were assigned to former Confederate states, where they assisted the Army of Occupation and Reconstruction. Many who had fought on Florida soil remained working with the **Freedmen's Bureau**[3], teaching at newly established schools and helping ex- slaves transition into a free society. They participated in the political process, purchased land, started families, and lived to make substantial, positive contributions to the development of the state.

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[1] **Cotton** was a major cash crop and the source of much of the Confederate's early funding.

[2] Before Secessionist forces fired on Ft. Sumter in South Carolina, many military strategists predicted Southern forces would attack first in Pensacola Bay.

[3] Congress authorized the **Freedmen's Bureau** in March 1865 to assist formerly enslaved people in securing needed housing, supplies, and essential services. It was intended to operate for one year but functioned until 1871 when President Ulysses S. Grant disbanded it.



# SGT. JOHN SUNDAY, JR.

## 1838–1925



John Sunday, Jr. was born free in Pensacola, Florida in 1838. He acquired the basics of education and a trade. During the Civil War, Sunday served in the Union Army, first with the 6th Regiment of the Corps d'Afrique and later with the 78th Infantry, United States Colored Troops. At age 25, Sunday was inducted into the army on May 15, 1863, at Fort Barrancas (Pensacola Naval Yard) and sent to Louisiana, where he quickly became a leader within his unit and was promoted to first sergeant. Sunday participated in the Siege of Port Hudson (near southern Louisiana) and the Battle of Olustee, among other engagements. During this time, he joined forces led by General Ulysses S. Grant, and joined him in battle along the Mississippi River. Through his merits, Sunday became a sergeant, and his role placed him close to the general. The two became friends and, as they remained together through the balance of the war, that friendship was sustained.

### John Sunday

Born in 1838, John Sunday, a wealthy free man of color owned large tracts of land and many houses in Pensacola including several properties in the Eastside Neighborhood area. Mr. Sunday served as a Civil War soldier who became a member of the 1874 Florida Legislature. He served as a Pensacola alderman from 1878 - 1881 during Reconstruction. Mr. Sunday built a Creole School on Intendencia Street in the vicinity of St. Michael's Cemetery. His house on Florida Blanca Street became an antique shop bearing his name. Mr. Sunday died in 1925 and is buried in St. Michael's Cemetery.

When the war ended and Sunday returned to Pensacola, he remained in contact with General Grant. In Pensacola, John Sunday employed his skills and, perhaps with some assistance, he became a home builder. One record indicated that over time, his firm constructed more than 100 houses, some of them in Seville Square's historic district. Later, a number of these were restored and became offices or private homes. With business success, John Sunday's financial state improved; one source claimed that by 1900, he was one of Pensacola's wealthiest Afro-Americans. He was one of those who helped establish the St. Joseph's Catholic Church.

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# DEFENDERS OF DEMOCRACY

## WORLD WAR I

Florida provided over 42,000 to the U.S. armed services during World War I. Of these, 1,134 gave their lives. More than 13,000 Negro/Colored/Black soldiers from Florida served, over 30 percent of the troops raised. With the entry of the United States into the Great War in 1917, these soldiers were eager to show their patriotism in hopes of being recognized as full citizens. After the declaration of war, more than 20,000 enlisted in the military, and the numbers increased when the Selective Service Act was enacted in May 1917. It was documented on July 5, 1917 that over 700,000 had registered for military service. However, they were barred from the Marines, served only in menial roles in the Navy and were able to serve in all branches of the Army except for aviation units. The government made no provision for military training of black officers and soon created segregated training camps for that purpose. Disheartened, the soldiers protested; nevertheless, Fort Des Moines in Iowa became one of the segregated camps and in October 1917 over 600 of these soldiers were commissioned at the camp as Captains and Lieutenants.

Because there was no official combat role for America's Black soldiers, General John J. Pershing responded to France's request for troops by assigning the 369th (and the 93rd Division's other regiments) to the French Army. On December 27, 1917, the 369 Infantry Regiment became the first all-Black U.S. combat unit to be shipped overseas during World War I. The War Department initially sent the unit to Europe after a violent racial incident in Spartanburg, SC, where the unit was planning to avenge the physical attack on their drum major, Noble Sissle. Sissle performed with Harlem's James Reese Europe band but when war broke out in 1917, Sissle and Europe enlisted in the U.S. Army and were assigned to the 369th Infantry Regiment (The Harlem Hellfighters) and formed a military band. During training in North Carolina, a white man attacked Sissle. To calm tensions, the military transferred the 369th to France where they were the first black regiment to see combat. Sissle's all-black regiment performed admirably and its regimental band, led by Lt. James Reese Europe, became particularly popular in France. After the war, the two men rejoined Blake and attempted to revive African American theatrical shows.

These soldiers provided major support overseas to the European Allies. Serving as laborers, stevedores and in engineer service battalions they were the first to arrive in France in 1917, and in early 1918, the 369th United States Infantry, a combat regiment arrived to help the French Army. Earning the reputation from the Germans as "Hell Fighters," the 369th was nicknamed the "Harlem Hell Fighters" because the regiment "never lost a man through capture, nor lost a trench or a foot of ground to the enemy." The 369th was also the first to reach the Rhine River and provided the longest service of any regiment in a foreign army. They fought in the trenches for 191 days and the entire regiment received the Croix de Guerre med.

The 370th Infantry Regiment, given the name "Black Devils" by Germans, was also assigned to the French Army. This was the only unit to be commanded by Black officers. Corporal Freddie Stowers was a standout soldier among the 371st Infantry. During the Meuse-Argonne Offensive, Stowers lead troops through a German line in spite of receiving mortal wounds. He was recommended for the Medal of Honor shortly after his death, but it was not processed due to being "misplaced". As a result of a Congressional investigation, it was awarded posthumously in 1991. Corporal Stowers was officially the first African American Recipient of the WWI Medal Of Honor.

Virtually unknown today is the story of 104 African-American medical doctors who volunteered to serve during World War I. They were assigned to care for the wounded and sick in the all-black units of the 92nd and 93rd Divisions. Most of these men graduated from the three black colleges that specialized in the training of medical professions: Meharry Medical College in Nashville, Tennessee, Howard University College of Medicine in Washington, D.C. and the Leonard Medical School at Shaw University in Raleigh, N.C. To prepare for their military service, the doctors completed training at the segregated Medical Officers Training Camp at Fort Des Moines in Iowa. Training started in August 1917 and the doctors learned sanitation procedures, camp infirmary work and military medical procedures for combat zones. One hundred eighteen (118) doctors attended this rigorous training program, but only 104 successfully completed the courses to the satisfaction of the Army.

For military service in France, eight doctors were selected out of the 104 African-American medical officers to complete additional medical training at Camp Mead, Md. They left for France in May 1918 and supported the black troops in field hospitals and field artillery. The Leonard Medical School produced 13 volunteer doctors who served during World War I. One was posthumously awarded the Distinguished Service Cross: First Lieutenant Urbane Francis Bass, class of 1906. Under heavy German fire, the Richmond, VA native made the ultimate sacrifice while aiding wounded soldiers of the 93rd Division's all-black 372nd Infantry Regiment near Monthois, France.



## PFC WILL ERNEST JONES

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1893-1975

Will Ernest Jones was born in Orangeburg, South Carolina to a sharecropping family. As a married adult, to leave the property he was living on, he had to give away his wife's wedding band. He moved to Brooksville in 1910. Will enlisted in the army in 1917, serving two years in France during WWI. He received several medals including the Purple Heart and the WW1 Victory Medal. He was the father of 7 children. In the late 50's he and a neighbor tried to start a branch of the National Association for the Advancement of Colored People (NAACP). He was a member of Bethlehem Progressive Baptist Church. He died of at the age of 81 in 1975.

Central West Region, Hernando County

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W O R L D  
W A R I I

13



# GEN. DANIEL “CHAPPIE” JAMES, JR.

## 1920–1978

### General Daniel "Chappie" James, Jr. Memorial Park National Register Historic Site

The house on the left is the birthplace of the first African American four star general, Daniel “Chappie” James, Jr. (1920-1978). The steps on the right are the remnants of the private school run by his mother, Mrs. Lillie James, where he received his earliest education. General James was among the dedicated, determined young men who enlisted to become America’s first black military airmen, at a time when many people thought black men lacked intelligence, skill, courage and patriotism. He is listed on the official roster of Tuskegee Airmen pilot graduates and trained pilots for the famed all-black 99<sup>th</sup> Pursuit Squadron. He was awarded the Distinguished Service Medal, Legion of Merit and the Distinguished Flying Cross. General James was ultimately assigned as Commander in Chief of the North American Defense Command (NORAD) and Aerospace Defense Command (ADCOM) having responsibility for all facets of air defense in the United States and Canada.

Born in Pensacola, Florida, the youngest of seventeen children, Daniel “Chappie” James, Jr. (1920-1978) rose to attain the rank of four-star general—the highest rank of the peacetime American military and the first African American to attain that rank. His parents had early on imbued him with personal and national pride and a singular drive that motivated him his whole life. At the Tuskegee Institute, James enrolled in the Army Air Corps unit formed to train black pilots. After assisting with the training of pilots during World War II, James became the leader of a fighter group in the Korean War, during which he developed innovative tactics for providing close air support for advancing ground forces. He served with distinction in Vietnam and then became a public affairs officer in the Department of Defense.



Between 1970 and 1974, James served as the Pentagon's chief spokesman to youth and civic organizations. James was promoted to four-star grade and assigned as commander in chief, NORAD/ADCOM, Peterson Air Force Base, Colo., Sept. 1, 1975. In these dual capacities, he had operational command of all United States and Canadian strategic aerospace defense forces. General James's importance transcends his unprecedented achievements as an African American in the military and his role as a spokesman for the patriotic community. He was an early and important proponent of black self-improvement through education, training, and the tireless pursuit of excellence. He became the very embodiment of the American dream.

Northwest Region, Escambia Countys

# DEFENDERS OF DEMOCRACY

## *WORLD WAR II*

During this war, thousands of African American servicemen, primarily members of the Army and Air Corps, served in Florida. In addition to the Black servicemen from other states who trained in Florida at Camp Gordon Johnston, more than 50, 000 Black Floridians entered the military during the war serving in the 71st, 471st, 473rd, 476th, 490th, 816th, 817th, 828th, 494th, 496th Amphibious Truck companies, the 713th Medical Sanitary Company and the 337th Regimental Band.

In 1940 the U. S. population was about 131 million, 12.6 million of which was African American, or about 10 percent of the total population. During World War II, the Army was the nation's largest employer of minorities. African Americans, who constituted approximately 11 percent of all registrants liable for service, furnished approximately this proportion of inductees in all branches of the service except the Marine Corps. Along with thousands of black women, these inductees served in all Theaters of Operations during World War II.

During World War II, President Roosevelt responded to complaints about discrimination at home against African Americans by issuing Executive Order 8802 in June 1941, directing that blacks be accepted into job training programs in defense plants, forbidding discrimination by defense contractors, and establishing a Fair Employment Practice Commission (FEPC).

Leading up to war, civil rights groups advocated for the military to add black pilots to the ranks. In 1940, Secretary of War Harry Stinson approved a plan to train an all-black 99th Fighter Squadron and construct an airbase in Tuskegee, Alabama. By 1946, 992 pilots were trained and had flown hundreds of missions in southern Europe. Nicknamed the "Redtails", the airmen lost 66 men and flew more than 15,000 sorties from 1943 to 1945. Many trained at Dale Mabry Field in Leon County.

The 92nd Infantry Division known as the "Buffalo Soldiers", were the first African American soldiers sent into combat. The Division landed in Italy and made its way through the country until they encountered German troops in September. The Buffalo soldiers are recognized for their push of the Germans far into Northern Germany.

Becoming a pilot or engaging in combat operations was a unique opportunity, as African Americans were marginalized and often assigned to support roles throughout the war. African American Quartermaster soldiers proved their value in World War II, as logisticians. The Red Ball Express was a 1944 logistics mission that required traveling a 700-mile supply route, hauling supplies from Normandy to Paris. At its peak of operations, the fleet carried 12,000 tons of ammo, food and fuel to the front daily. The route was 54-hours round trip, dangerous and difficult. COL John S. D. Eisenhower stated "the advance through France was in as great a measure to the men who drove the Red Ball trucks as to those who drove the tanks..."

After the war, President Harry Truman, Roosevelt's successor, faced a multitude of problems and allowed Congress to terminate the FEPC. However, in December 1946, Truman appointed a distinguished panel to serve as the President's Commission on Civil Rights, which recommended "More adequate means and procedures for the protection of the civil rights of the people of the United States." When the Commission issued its report, "To Secure These Rights," in October 1947, among its proposals were anti-lynching and anti-poll tax laws, a permanent FEPC, and strengthening the civil rights division of the Department of Justice.

In February 1948 President Truman called on Congress to act on all of these recommendations. When Southern Senators threatened to filibuster, on July 26 1948 President Truman signed executive Order 9981 abolishing segregation in the armed forces and ordering full integration of all the services. There was considerable resistance by the military. However, the end of the Korean War integrated almost all of the military.

16



K O R E A N  
W A R

16



# DEFENDERS OF DEMOCRACY

## *VIETNAM WAR*

President Harry Truman issued the order to desegregate the armed forces on July 26, 1948. He believed that passing this order would help end racial discrimination. In 1950 North Korea invaded South Korea and the United States entered into war. In June 1950, almost 100,000 African-Americans were on active duty in the U.S. armed forces, equaling about 8 percent of total manpower. By the end of the war, probably more than 600,000 African-Americans had served and it is estimated that more than 5,000 died in combat. Many remain listed as Unaccounted (KIA, POW, MIA) whose remains have never been recovered.

On November 24, 1950, 300,000 Chinese troops stormed across the Yalu River, and the majority of the 503rd Battalion formed themselves directly in the line of fire. The ill-equipped unit lost the battle and many soldiers were killed or taken prisoner by the Chinese. The condition in the prisons were cold and without sufficient food. African American soldiers spent up to three years in captivity. Several remain unaccounted for to this day. The Chinese captors believed that African Americans were particularly vulnerable to anti-American propaganda because of the discrimination they faced back home and in their units. As a result, the Chinese subjected African Americans to anti-capitalist and anti-imperial brainwashing more than their white counterparts. About 600,000 African Americans served during the war, and 5,000 lost their life in combat. Many were awarded the Distinguished Service Cross, Silver Cross, and Bronze Star.

# PVT. ROSAMOND JOHNSON

## 1933–1950



When Pensacola native Rosamond Johnson was 15, he lied about his age to enroll in the US Army so he could help support his family. As a member of the 24th Infantry stationed in Japan, Johnson and his regiment were some of the first soldiers deployed to fight during the Korean War. On July 26, 1950, Johnson was fatally wounded and died after pulling two wounded soldiers to safety during conflict and attempting to assist a third. He was 17 years old. On August 21, 1950, Johnson was posthumously awarded the Purple Heart medal for his heroic actions. After the Korean conflict, the Sunset Riding Club Inc. proposed naming the area for Private Johnson to honor and remember his sacrifice and the beach's importance within the community.



When Gulf Islands National Seashore was established, and the Perdido Key Area (a refuge where black citizens of the Jim Crow era could enjoy the beauty and recreational opportunities of the beach and the Gulf) was added, the name Rosamond Johnson Beach was retained for the developed swim beach. Gulf Islands National Seashore and its partners hold an annual Rosamond Johnson Commemoration each May to remember the service and sacrifice of Private Johnson and his family. A monument and wayside about Private Johnson and his service in the United States are permanently installed at the beach.



## 2ND LT. DR. ROBERT B. HAYLING

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### 1929-2015

Dr. Hayling was born in Tallahassee, Florida. Charles C. Hayling, Sr., an academic who had a 33-year career at Florida A&M University, and Cleo Bagner Hayling. He and his three siblings all attended Florida A&M, in addition to receiving graduate education. In 1951, he was commissioned as a second lieutenant in the US Air Force with training from the Air Officer's Candidate School. He served for four years before moving to Nashville, Tennessee, to study dentistry. Dr. Hayling received a Doctor of Dental Surgery degree from Meharry Medical College School of Dentistry in 1960, where he first became involved in civil rights by participating in marches and lunch counter sit-ins. He is considered the "Father of the Civil Rights Movement in St. Augustine" and is the first Black Dentist in Florida to be elected to local, regional, and state components of the American Dental Association. He served as an adult advisor to the NAACP Youth Council and for eleven months as the head of the St. Augustine Chapter of the Southern Christian Leadership Council. There is a park dedicated to Dr. Hayling in Lincolnville, a historically Black neighborhood in St. Augustine, named Dr. Robert B. Hayling Freedom Park.

North Central Region, Leon County

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V I E T N A M  
W A R

20

# DEFENDERS OF DEMOCRACY

## VIETNAM WAR

The Viet Nam war saw many great accomplishments by African Americans, including twenty who received the Medal Of Honor for their actions. African Americans were overrepresented in hazardous duty and combat roles during the conflict, and suffered disproportionately higher casualty rates. Although the U.S. Military was fully integrated, Viet Nam often brought to light the racial problems existing in America. Civil rights leaders protested this disparity during the early years of the war, prompting reforms that were implemented in 1967-68 resulting in the casualty rate dropping slightly higher than the percentage of population.

In 1967, President Lyndon B. Johnson presented the Medal of Honor to U.S. Army Specialist Five Lawrence Joel, for a "very special kind of courage—the unarmed heroism of compassion and service to others." Joel was the first living African American to receive the Medal of Honor since the Mexican–American War. He was a medic who in 1965 saved the lives of U.S. troops under ambush in Vietnam and defied direct orders to stay to the ground, walking through Viet Cong gunfire and tending to the troops despite being shot twice himself. The Lawrence Joel Veterans Memorial Coliseum in Winston-Salem, North Carolina, is dedicated to his honor.[133]

On August 21, 1968, with the posthumous award of the Medal of Honor, U.S. Marine James Anderson, Jr. became the first African-American U.S. Marine recipient of the Medal of Honor for his heroic actions and sacrifice of life.[citation needed]

On December 10, 1968, U.S. Army Captain Riley Leroy Pitts became the first African-American commissioned officer to be awarded the Medal of Honor. His medal was presented posthumously to his wife, Eula Pitts, by President Lyndon B. Johnson.

Three out of the 21 African-American Medal of Honor recipients who served in Vietnam were members of the 5th Special Forces Group otherwise known as The Green Berets. These men are as follows: Sergeant First Class Melvin Morris, SFC. Eugene Ashley, Jr., and SFC. William Maud Bryant.

Melvin Morris received the Medal of Honor 44 years after the action in which he earned the Distinguished Service Cross. Sergeant Ashley's medal was posthumously awarded to his family at the White House by Vice President Spiro T. Agnew on December 2, 1969. Viet Nam War saw great accomplishments by many African Americans, including twenty who received the Medal Of Honor fr the actions. African Americans were over respresented in hazardous

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# SYLVESTER McINTOSH

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## served 1965–1968



Sylvester McIntosh was drafted right out of high school and was offered the opportunity to be become a paratrooper but decided he didn't want to jump out of a perfectly good airplane, so he joined the Marines instead. After two months serving as an MP in Vietnam, he wanted to do something more and was assigned to the 1st Battalion 9th Marines, better known as the Walking Dead.

During his tour of duty in Vietnam, McIntosh threw himself on three grenades, which were luckily duds. On May 13, 1967, after being ambushed by the North Vietnamese Army and under heavy fire, McIntosh carried out three other wounded Marines while ignoring his own chest wound. In 2016 he received the Silver Star for his heroism. Sylvester McIntosh is also a Purple Heart recipient.

Central East Region, Volusia County



23



23

# DEFENDERS OF DEMOCRACY

## *WAR IN AFGHANISTAN*

Even by the standards of Afghanistan's tumultuous history, 2021 marked a major watershed for the country. In 2021, U.S. and international forces departed after nearly two decades of operations in Afghanistan; the internationally backed Afghan government and its military forces collapsed; and the Taliban, a Sunni Islamist extremist group that formerly ruled the country from 1996 to 2001, retook power. The aftershocks of these events continue to reverberate within Afghanistan, throughout its region, and in the United States as Afghans and U.S. policymakers alike grapple with the reality of the Taliban's renewed rule.

The chapter of Afghan history that ended in 2021 arguably began in 2001, when the United States, in response to the terrorist attacks of September 11, 2001, led a military campaign against Al Qaeda and the Afghan Taliban government that harbored and supported it. Within the 20 years span, the United States suffered over 22,000 military casualties (including about 2,400 fatalities) in Afghanistan, mostly at the hands of the robust and growing Taliban insurgency, and Congress appropriated over \$140 billion for reconstruction and security forces there. During this same period, an elected Afghan government replaced the Taliban and, with significant U.S. and international support, made modest but uneven improvements in most measures of human development.

After over a year of negotiations initiated in 2018, Trump Administration officials signed a February 2020 agreement with the Taliban in which the United States committed to the withdrawal of all international military forces and contractors by May 2021, in return for which the Taliban committed to taking unspecified action to prevent other groups (including Al Qaeda) from using Afghan soil to threaten the United States and its allies. Throughout 2020 and 2021, U.S. officials contended that the Taliban were not fulfilling their commitments, given increased violence between the Taliban and the Afghan government and continuing Taliban links with Al Qaeda, even as the Trump administration drew down U.S. forces, which reached a low of 2,500 in January 2021. Afghan officials sought to downplay the impact of the U.S. military withdrawal on their own forces' capabilities, but some official U.S. assessments indicated that the withdrawal could lead to gains by the Taliban, who already controlled or contested half of the country by 2020.

In 2021, President Joseph Biden announced that the United States would withdraw its troops, though several months later than the date to which it agreed to the U.S.-Taliban accord. On August 15, 2021, two weeks before that withdrawal was to conclude, the Taliban entered Kabul, the culmination of a rapid nationwide military advance that shocked many in the United States and Afghanistan. In the last two weeks of August, U.S. military forces oversaw the evacuation of over 120,000 individuals, including the U.S. and international diplomatic personnel and Afghan partners, from Kabul's international airport, before departing on August 30, 2021. No U.S. military or diplomatic personnel are in Afghanistan as of June 2022.



# SERGEANT MAJOR JARVIS V. ROSIER

## served 34 years



**I am Sergeant Major Jarvis V. Rosier Sr. U.S. Army Retired. I served 34 years of distinguished service to this great country of ours Defending our Democracy. Our democracy has been challenged many times and at times caused this country to go to war in defense of that. One such instance was the war in Afghanistan. It was a necessary war because our country was attacked from forces trained in Afghanistan in leading up to September 11, 2001.**

**The ultimate goal of this war was to find those who perpetrated the attack on the United States and we did after several years of conflict and the loss of thousands of Military Heroes who gave their lives for this country and the many who wear the scars of the Afghanistan conflict today.**

**I'm proud to say I was a part of defending our democracy in the Afghanistan in 2005 and 2006 and for that I was awarded the Bronze Star Medal February 18, 2006 for courage and commitment to mission accomplishment in a combat zone, under most extreme circumstances. May God continue to protect our Men and Women in uniform today who continue to operate as Defenders of Democracy.**

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A P P E N D I X

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# **FLORIDA SUNSHINE STATE STANDARDS:**

Every attempt has been made to identify the Florida Sunshine State Standards met in this plan. Lesson developers recognize that individual instruction techniques and delivery may influence conformance with these standards. Some standards relate more directly to one or two of the three specific activities; some may apply to all. Instructors are advised to evaluate the Benchmark numbers provided with the classroom experience.

Additional Benchmark descriptions and supporting data can be viewed at the **Florida Department of Education CPALMS Web Site** located at:

**<http://www.floridastandards.org/>**

Select **Standards Information** for detailed information.



## **Sunshine State Standards and Benchmarks Applicable to this lesson plan:**

### **Social Studies**

- SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.
- SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.
- SS.4.G.1.1 Identify physical features of Florida.

### **Language Arts**

- LA.4.1-4.3 The student will use language structure to read multi-syllabic words in the text.
- LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.4.1.5.2 The student will adjust the reading rate based on purpose, text difficulty, form, and style.
- LA.4.1.6.2 The student will listen to, read, and discuss the familiar and conceptually challenging text.
- LA.4.1.6.3 The student will use context clues to determine the meanings of unfamiliar words.
- LA.4.1.6.4 The student will categorize key vocabulary and identify salient features.
- LA.4.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).
- LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.
- LA-4.1.6.10 The student will determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.
- LA-4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text.

- LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to the main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.
- LA.4.1.7.4 The student will identify cause-and-effect relationships in a text.
- LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).
- LA.4.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.
- LA-4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts).
- LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.
- LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present.
- LA-4.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details.
- LA.4.2.2.4 The student will identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts).
- LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests.
- LA-4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions.
- LA.4.4.1.1 The student will write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.
- LA-4.5.1.1 The student will demonstrate legible cursive writing skills.
- LA.4.6.2.2 The student will apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gathering and recording information, noting the difference between opinions and facts.
- LA.4.6.3.1 The student will examine how ideas are presented in a variety of print and nonprint media and recognize the differences between logical reasoning and propaganda.

## *Activities:*

### I. Vocabulary – Write a definition for each word.

1. Military
2. Conflict
3. Freedman's Bureau
4. Union Army
5. Confederate Army
6. Infantry
7. Artillery
8. Platoons
9. Logistician
10. Stevedore
11. Disparity
12. Posthumous
13. Enlist
14. Regiment
15. Propaganda
16. Counterparts
17. Civil War
18. World War I
19. World War II
20. Korean War
21. War in Afghanistan
22. Bronze Star Medal

## **II. Completion: Civil War – Fill in the blanks.**

**I.** The American Civil War has been called:

- a.
- b.
- c.
- d.

2. Discriminatory practices resulted in many African Americans being assigned to non-combat support duties like:

- a.
- b.
- c.
- d.

3. Despite these hardships, African Americans provided:

- a.
- b.
- c.
- d.

4. Two of the main resources that Florida provided during the Civil War were:

- a.
- b.

5. By the end of the Civil War, African Americans fighting in the Union included:

- a.
- b.
- c.
- d.

6. A total of \_\_\_\_\_ United States Colored Troops (USCT) soldiers were from Florida.

7. A total of \_\_\_\_\_ United States Colored Troops (USCT) soldiers died in the Civil War.

8. The Freedman's Bureau role included:

- a.
- b.
- c.
- d.

9. During the Civil War, federal replacements in the State of Florida included:

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.
- k.
- l.
- m.

10. Names used by the different sides fighting in the Civil War were:

- a.
- b.

**III. Questions to be Answered: World War I – Answer in complete sentences.**

1. Why were African Americans eager to serve in World War I?
2. Approximately, how many African Americans registered for military service during World War I?
3. What positions did African Americans have in the military?
4. From what branch of service were African Americans barred during World War I?
5. What was the first African American combat unit to be shipped overseas during World War I? Who assigned the unit to be shipped?
6. What role did Noble Sissle play with the 369th Infantry Regiment?
7. What provision did Fort Des Moines in Iowa make for African American soldiers who were not provided military training by the government?
8. The 369th Infantry Regiment had what two (2) nicknames? Why?
9. What medal did the 369th Infantry Regiment earn?
10. Why was the 370th Infantry Regiment given the nickname “Black Devils?”
11. In the 371st Infantry Regiment, why was Corporal Freddie Stowers awarded a Medal of Honor?
12. How many African American medical doctors volunteered to serve during World War I? What were their jobs?
13. From what universities did most of these doctors train?
14. Why did First Lieutenant Urbane Francis Bass receive the Distinguished Service Award posthumously?

#### **IV. Completion: World War II – Fill in the blanks.**

1. During World War II, more than \_\_\_\_\_ African Americans entered the military, serving in the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 828th, 494th, 496th, \_\_\_\_\_, \_\_\_\_\_, the 713 Medical Sanitary Company and the 337th \_\_\_\_\_.
2. African Americans served in all branches of the military except the \_\_\_\_\_.
3. FEPC stands for \_\_\_\_\_.
4. President Roosevelt issued Executive Order 8802, directing that African Americans be accepted into job \_\_\_\_\_ programs in \_\_\_\_\_ plants that established the FEPC.
5. In 1940, Civil Rights groups advocated for \_\_\_\_\_ to the military ranks.
6. A plan to train all-African American 99th \_\_\_\_\_ and construct an airbase in \_\_\_\_\_.
7. By 1946, \_\_\_\_\_ pilots were trained and were nicknamed the \_\_\_\_\_.
8. Many of the men were trained at \_\_\_\_\_ in Leon County.
9. The 92nd Infantry Regiment, known as the \_\_\_\_\_, was the first African American soldiers sent into \_\_\_\_\_.
10. These soldiers were recognized for their \_\_\_\_\_ of the \_\_\_\_\_ far into Northern Germany.
11. The United States suffered 100,000 casualties after the \_\_\_\_\_ in Belgium.
12. To fill the gap, commanders were ordered to integrate \_\_\_\_\_ which General Eisenhower resisted.
13. General Eisenhower instead formed \_\_\_\_\_ to be attached to combat units.
14. The integration of these men proved their \_\_\_\_\_ and \_\_\_\_\_ to fight alongside any man in combat.
15. Because African Americans were marginalized and often \_\_\_\_\_ to \_\_\_\_\_ roles, becoming a pilot or engaging in combat \_\_\_\_\_ was a unique opportunity.
16. African American Quartermaster soldiers proved their value in World War II as \_\_\_\_\_.
17. The \_\_\_\_\_ was a 1944 logistics mission that required traveling a 700-mile supply route, hauling \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_.
18. The fleet carried \_\_\_\_\_ tons of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ to the front daily.
19. The route was so difficult that General Eisenhower stated that the mission was a great \_\_\_\_\_ to the men who \_\_\_\_\_ the Red Ball trucks as to those who drove the \_\_\_\_\_.
20. President Truman signed \_\_\_\_\_ which abolished segregation in the armed forces.



**V. Essay Questions: Korean War – Answer in complete sentences.**

1. Why did President Harry Truman issue an order on July 26, 1948?
2. Approximately how many African Americans served in the Korean War?
3. How many years did African American soldiers from the 503rd Battalion spend in captivity?
4. Why did the Chinese captors believe that African Americans were vulnerable to anti-American propaganda?
5. What awards did many of these African Americans receive?

**VI. Completion: War in Afghanistan – Fill in the blanks.**

1. The Persian Gulf War developed out of the Iraqi invasion of Kuwait on \_\_\_\_\_.
2. Senior leadership established the \_\_\_\_\_ in 2007 to review diversity programs such as equal opportunity programs, under the deputy chief of staff, G-1, human resources, creates opportunities and programs to ensure fair treatment for all.
3. In 2003, approximately \_\_\_\_\_ Black Americans served the Army as active-duty, Reserve, or National Guard Soldiers, or as Army civilians.

**VII. Florida Map with counties outlined – Include a legend on the map.**

Plot points in Florida where battles took place.

- a. Battle of Fort Pickens
- b. Tampa Naval Battle
- c. Battle of Olustee
- d. Natural Bridge
- e. Dade Battlefield
- f. Okeechobee Battlefield
- g. Castillo de San Marcos
- h. Marianna Civil War Battlefield
- i. Fort Gadsden
- j. Loxahatchee River Battlefield

**VIII. Research – Use the internet.**

1. How many African Americans lost their lives in each of the following wars:

Civil War

World War I

World War II

Korean War

Vietnam

2. Challenges African American soldiers faced while serving in the wars of the United States.

3. Medals of Honor bestowed on African Americans who fought in different wars.

4. Accomplishments made by African Americans since slavery.

**IX. Writing Prompts- Evaluation**

Choose one of the following topics and write a five (5) paragraph composition/Essay.

1. Explain the cause of the Civil War and how it could have been prevented.

2. To what extent was the Emancipation Proclamation meant to change the freedom of African Americans?

3. How did the course of the Civil War and the various roles played by African Americans during it affect race relations and perceptions of racial possibilities in American society?

# FLORIDA



## *Teacher's Edition* *Activities:*

### *A. Vocabulary – Write a definition for each word.*

1. Military– members of armed forces
2. Conflict– serious disagreement
3. Freedman's Bureau– taught at newly established schools, and helped ex-slaves to transition into a free society
4. Union Army– northern army fought to end slavery during the Civil War
5. Confederate Army– southern army fought to uphold slavery
6. Infantry– soldiers trained, armed, and equipped to fight on foot
7. Artillery– large-caliber guns used in warfare on land
8. Platoons– subdivision or company of soldiers commanded by a lieutenant
9. Logistician– oversees the activities revolving around the movement of goods or people
10. Stevedore– a person employed at a dock to load or unload cargo from ships
11. Disparity– a great difference in treatment
12. Posthumous– awarded after death
13. Enlist– enroll in armed services
14. Regiment– a permanent unit of an army, typically commanded by a colonel
15. Propaganda– misleading statements used to persuade toward a point of view
16. Counterparts– one having the same function as another
17. Civil War– a battle fought to determine the status of slavery
18. World War I– the assassination of Archduke Franz Ferdinand of Austria-Hungary due to a difference in foreign policy
19. World War II– Hitler's invasion of Poland caused Great Britain and France to declare war on Germany
20. Korean War– fought between North Korea and South Korea
21. War in Afghanistan– was an armed conflict in Afghanistan from 2001 to 2021
22. Bronze Star Medal– the fourth-highest ranking award a service member can receive for a heroic and meritorious deed performed in an armed conflict

## **II. Completion: Civil War – Fill in the blanks.**

1. The American Civil War has been called:
  - a. War Between the States
  - b. War of Northern Aggression
  - c. War of the Rebellion
  - d. Freedom War
2. Discriminatory practices resulted in many African Americans being assigned to non-combat support duties like:
  - a. cooks
  - b. laborers
  - c. teamsters
3. Despite these hardships, African Americans provided:
  - a. valuable information
  - b. critically needed food stock
  - c. served as spies
4. Two of the main resources that Florida provided during the Civil War were:
  - a. cotton
  - b. prime beef cattle
5. By the end of the Civil War, African Americans fighting in the Union included:
  - a. 120 infantry regiments
  - b. 12 heavy regiments
  - c. 10 light artillery batteries
  - d. 7 Cavalry units
6. A total of 1,044 United States Colored Troops (USCT) soldiers were from Florida.
7. A total of 38,000 United States Colored Troops (USCT) soldiers died in the Civil War.
8. The Freedman's Bureau role included:
  - a. taught at newly established schools
  - b. helped ex-slaves transition into a free society
9. During the Civil War, federal emplacements in the State of Florida included:
  - a. an arsenal on the Apalachicola River
  - b. Fort Clinch near Jacksonville
  - c. Fort Marion at St. Marks
  - d. Spanish Fort at St. Augustine
  - e. Fort Barrancas, Fort McRee, and Fort Pickens in Pensacola
  - f. Key West (traffic controller)
  - g. Hillsborough County (Tampa)
  - h. Hernando County (Brooksville)
  - i. Jackson County (Marianna)
  - j. Lee County (Fort Myers)
  - k. Leon County (Battle of Natural Bridge)
  - l. Alachua County (Gainesville)
  - m. Baker County (MacClenny) Battle of Olustee
10. Names used by the different sides fighting in the Civil War were:
  - a. North vs. South
  - b. Yankees vs. Rebels

### III. Questions to be Answered: World War I – Answer in complete sentences.

1. Why were African Americans eager to serve in World War I?

Show patriotism in hopes of being recognized as full citizens

2. Approximately, how many African Americans registered for military service during World War I?

700,000

3. What positions did African Americans have in the military?

Laborers, stevedores, or engineer battalions

4. From what branch of service were African Americans barred during World War I?

Marines

5. What was the first African American combat unit to be shipped overseas during World War I? Who assigned the unit to be shipped?

369th Infantry Regiment; General John Pershing

6. What role did Noble Sissle play with the 369th Infantry Regiment?

Drum major

7. What provision did Fort Des Moines in Iowa make for African American soldiers who were not provided military training by the government?

Trained and commissioned them as captains and lieutenants

8. The 369th Infantry Regiment had what two (2) nicknames? Why?

Hell Fighters and Harlem Hell Fighters; "Never lost a man through capture, nor lost a trench or foot of ground to the enemy"

9. What medal did the 369th Infantry Regiment earn?

The Croix de Guerre Medal (war medal)

10. Why was the 370th Infantry Regiment given the nickname "Black Devils"?

Commanded by African American officers

11. In the 371st Infantry Regiment, why was Corporal Freddie Stowers awarded a Medal of Honor?

"Led troops through a German line in spite of receiving mortal wounds"

12. How many African American medical doctors volunteered to serve during World War I? What were their jobs?

104; Cared for the wounded and sick in all-African American units of the 92nd and 93rd Divisions

13. From what universities did most of these doctors train?

Meharry Medical College – Nashville, Tennessee

Howard University College of Medicine – Washington, D.C.

Leonard Medical School of Shaw University – Raleigh, North Carolina

Medical Officers Training Camp – Fort Des Moines, Iowa

14. Why did First Lieutenant Urbane Francis Bass receive the Distinguished Service Award posthumously?

Under heavy German fire, First Lieutenant Bass made the ultimate sacrifice while aiding wounded soldiers of the 93rd Division's all-African American 372nd Infantry Regiment near Monthois, France.

#### **IV. Completion: World War II – Fill in the blanks.**

1. During World War II, more than 50,000 African Americans entered the military, serving in the 71st, 471st, 473rd, 476th, 490th, 816th, 817th, 828th, 494th, 496th, Amphibious Truck Companies, the 713 Medical Sanitary Company and the 337th Regimental Band.
2. African Americans served in all branches of the military except the Marine Corp.
3. FEPC stands for Fair Employment Practice Commission.
4. President Roosevelt issued Executive Order 8802, directing that African Americans be accepted into job training programs in defense plants, thus establishing the FEPC.
5. In 1940, civil rights groups advocated for black pilots to the military ranks.
6. A plan was developed to train an all-African American 99th fighter squadron and construct an airbase in Tuskegee, Alabama.
7. By 1946, 992 pilots were trained and were nicknamed the Red Tails.
8. Many of the men were trained at Dale Mabry Field in Leon County.
9. The 92nd Infantry Regiment, known as the Buffalo Soldiers, was the first African American soldier unit sent into combat.
10. These soldiers were recognized for their push of the Germans far into Northern Germany.
11. The United States suffered 100,000 casualties after the Battle of the Bulge in Belgium.
12. To fill the gap, commanders were ordered to integrate African American volunteers which General Eisenhower resisted.
13. General Eisenhower instead formed African American volunteer platoons to be attached to combat units.
14. The integration of these men proved their competence and capability to fight alongside any man in combat.
15. Because African Americans were marginalized and often assigned to support roles, becoming a pilot or engaging in combat operations was a unique opportunity.
16. African American Quartermaster soldiers proved their value in World War II as logisticians.
17. The Red Ball Express was a 1944 logistics mission that required traveling a 700-mile supply route, hauling supplies from Normandy to Paris.
18. The fleet carried 12,000 tons of ammunition, food, and fuel to the front daily.
19. The route was so difficult that General Eisenhower stated that the mission was a great measure to the men who drove the Red Ball trucks as to those who drove the tanks.
20. President Truman signed Executive Order 9981 which abolished segregation in the armed forces.



## V. Essay Questions: Korean War – Answer in complete sentences.

1. Why did President Harry Truman issue an order on July 26, 1948?  
**To desegregate the armed forces to help end racial discrimination**
2. Approximately how many African Americans served in the Korean War?  
**600,000**
3. How many years did African American soldiers from the 503rd Battalion spend in captivity?  
**Up to three (3) years**
4. Why did the Chinese captors believe that African Americans were vulnerable to anti-American propaganda?  
**Because of discrimination they faced back home and in their unit**
5. What awards did many of these African Americans receive?  
**Distinguished Service Cross, Silver Cross and Bronze Star**

## VI. Completion: War in Afghanistan – Fill in the blanks.

1. The Persian Gulf War developed out of the Iraqi invasion of Kuwait on **Aug. 2, 1990**.
2. Senior leadership established the **Diversity Task Force** in 2007 to review diversity programs. The equal opportunity program, under the deputy chief of staff, G-1, human resources, creates opportunities and programs to ensure fair treatment for all.
3. In 2003, approximately **254,000** Black Americans served the Army as active-duty, Reserve, or National Guard Soldiers, or as Army civilians.



FLORIDA HISTORY LESSON PLAN

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# DEFENDERS OF DEMOCRACY

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FLORIDA EDUCATION PROJECT BY  
JOHN G. RILEY



## JOHN G. RILEY HOUSE & MUSEUM

This project is sponsored in part by the Department  
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