**Victory From Within (VFW) Curriculum :**

***Educating young people about the sacrifices made by American prisoners of war* (POWs)**

*This curriculum is recommended for high school students. Educators may choose to explore some or all of the units of this curriculum, whether or not they can bring students to see the exhibition, Victory From Within: The American Prisoner of War Experience, on display from October 1st - December 20th at Louisiana's Old State Capitol, in Baton Rouge, Louisiana.*

**Unit 1: Sacrifice**

Students will utilize multiple sources to analyze what happens when U.S. military personnel are captured by the enemy. Students will examine the Lieber Code, The Code of Conduct, and the Geneva Conventions and will interpret the impact of these guidelines on the POW experience in different wars.

**Unit 2: Capture**

Students will analyze multiple primary sources to learn about the daily life of a POW. Students critique the American POW experience during different 20th century wars and identify and evaluate the factors which impact the POW experience.

**Unit 3: Prison Life**

Students will analyze primary sources to explore the different ways people learned information about POWs while in captivity. Students will construct an understanding of the realities of the families of POWs and will analyze how families of POWs challenged and changed government protocols.

**Unit 4: Those Who Wait**

Students synthesize primary source documents to develop an understanding of repatriation and how repatriation impacts POWs. Students will also construct and defend their position on the cost of freedom.

**Unit 5: Freedom**

Students explain how POWs have sacrificed for our country. Students will use their creativity to create memorial designs to communicate the American POW experience. Students utilize a variety of media and presentation strategies to convey designs and plans.

**Unit 6: Victory Project** - On site at Louisiana’s Old State Capitol, Baton Rouge

Students analyze the content of the VFW traveling exhibit at Louisiana’s Old State Capitol, October 1st - December 20th, 2019. Students will summarize the POW experience and gather and synthesize information to create well-developed written responses. 

*This curriculum was developed by engaging high school educators and students, which highlighted important points of emphasis, connections to the lives of young people, the practical concerns of educators, and the challenges and opportunities in implementing the Curriculum.* 

*Victory From Within: The American Prisoner of War Experience*

**Notes on the Curriculum**

**The Victory From Within (VFW) Curriculum is designed to provide a meaningful learning experience for high school-aged young people and adults to understand and appreciate the sacrifices made by American prisoners of war.**

From the National Park Service: By providing opportunities for young people to work with historical artifacts, to view information with a critical eye, and to ask probing questions, young people can learn through an increased understanding. The hope is for lessons learned over time to come alive and be more meaningful for our next generation of historians and history-makers.

In an April 2011 American Red Cross International Humanitarian Law Survey (http://tiny.cc/ ypvomw), it was found that:

* Only 1 in 5 American youth are familiar with the Geneva Conventions.
* American young people are more inclined to support illegal actions in times of war than in earlier periods of our history.
* Only 1 in 5 American High School students know that the U.S. first adopted rules limiting how wars should be conducted during the American Civil War.

**Learning Objectives:** Students describe and explore the meaning of American POW sacrifices. Students compile and analyze information from personal interviews. Students synthesize multiple information sources to generate a more developed viewpoint of sacrifice.

**The VFW Curriculum can be used in conjunction with a visit to the exhibition *Victory from Within: The American Prisoner of War Experience* at Louisiana’s Old State Capitol from Oct. 1st - Dec. 20th. To arrange for a field trip, please go to** [**http://www.louisianaoldstatecapitol.org/education/tour-info/**](http://www.louisianaoldstatecapitol.org/education/tour-info/)

**How to Use this Guide**

This guide includes 6 units, used as part of a High School curriculum and in accordance with Common Core standards. The step-by-step units are presented below. Please see additional worksheets, interviews, glossaries, etc. included on this website prepared through the resources of the National Parks System.

**Our Thanks**

This guide and the exhibit were created with the expertise provided by the Andersonville National Historic Site (ANHS) located in Andersonville, Georgia, which includes: the former site of Camp Sumter military prison, the Andersonville National Cemetery, and the National Prisoner of War Museum, which opened in 1998 to honor all U.S. prisoners of war.  **ANHS is the only park in the National Park System to serve as a memorial to all American prisoners of war.**



***VICTORY FROM WITHIN* Curriculum -** Common Core Standards

**Common Core State Standards Alignment**

The *Victory From Within* Curriculum design is based on the Common Core State Standards for English Language Arts and Literacy in History/Social Studies. The Reading and Writing Standards for Literacy in History/Social Studies were examined prior to design development and were frequently revisited throughout the entire design process. The Document-Based Inquiry Method used in the Curriculum provides an abundance of opportunities for students to engage in higher levels of reading and writing. In addition, the flexibility designed in the Curriculum allows educators to focus on and incorporate Common Core State Standards into all areas of instruction and student work. All of the Common Core State Standards listed below can be addressed in each of the VFW Curriculum modules.

**Reading Standards for Literacy in History/Social Studies (Grades 9-10)**

**Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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.

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources. Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9– 10 text complexity band independently and proficiently.

**Writing Standards for Literacy in History/Social Studies (Grades 9-10)**

**Text Types and Purposes**

1. Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

b. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

c. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

d. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects to answer a question (including a self -generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.