

U.S. ARMY EDUCATIONAL EDITION TEACHER'S GUIDE



# UNSUNG HEROES

the story of America's female patriots





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## Disclaimer

*The views within this curriculum represent the opinions of the author and should not be taken to represent the views of the Department of the Army, the Department of Defense, the United States Government, or the Office of the Assistant Secretary of the Army, Manpower and Reserve Affairs or its members.*





## INTRODUCTION

The United States Army's ***Unsung Heroes: The Story of America's Female Patriots*** Educational Packet is a thematic curriculum that inspires, motivates and educates viewers about the service of women in the military, past and present.

Although I come from four generations of West Pointers and a family steeped in military culture, I joined the Army by happenstance and only for a two-year stint on my way to becoming a physical education teacher and coach. Once in the Army, I found it to be a values-based organization with high quality men and women with a desire to serve and achieve excellence in an effort to ensure we win our Nation's wars. That values-based organization attracted me so much that I detoured for thirty-eight years and was fortunate enough to serve as the first woman to achieve four-star rank.

I realize my success was made possible by the valiant service of the women and men who came before me. They opened doors to new and better opportunities. The women you will view while watching ***Unsung Heroes*** and discussing the lesson plans specifically designed to accompany the documentary, are the women who gave our leaders the confidence and courage to award the Silver Star for combat actions to a young Sergeant Leigh Ann Hester, to select Command Sergeant Major Cynthia Pritchett to serve as Command Sergeant Major for 27,000 coalition forces in Afghanistan, to select a young Major Nicole Malachowski to fly with the Thunderbirds Flight Demonstration Team, to promote Vice Admiral Michele Howard as the first African American female to reach three-star rank, and to open airborne training to a young Lieutenant Ann Dunwoody in 1972, a decision that changed the course of my life. You will meet each of these women and many others in ***Unsung Heroes: The Story of America's Female Patriots***.

America has never forgotten the American Revolution Colonials "Fighting for Independence," the World War I Doughboys "Fighting for Democracy," the strength of service members during the 1991 Gulf War holding the "Line in the Sand," and the "Top-Notch" Special Operators whose skills and professionalism anonymously secure our homelands from abroad and within the continental United States against terrorist attacks. ***Unsung Heroes: The Story of America's Female Patriots*** will bring to light and add to our curriculum the Molly Pitchers of the American Revolution era, the "yeomanettes" of the World War I era, the female military police leaders of the "Line in the Sand" era, the Female Engagement Team (FET) members of the War on Terror era and many other women who have served the Nation.

The United States Army in collaboration with filmmaker Frank Martin and historian Krewasky Salter offer us a unique way to pay tribute to American Soldiers, Sailors, Airmen, Marines and Coast Guardsmen who just happen to be women.

Ann E. Dunwoody  
General, U.S. Army (Ret)  
May 2013



## HISTORICAL OVERVIEW

*The Story of America's Female Patriots* began with the birth of the Nation. During the American Revolution many women participated. Wives went onto the field to accompany their husbands and soon found themselves engaged in battle. Some women disguised themselves as boys or men and fought. Yet others served in "traditional" roles such as nurses and cooks.

While there are varying accounts of women's participation during the Seminole Wars and Mexican American War, the best-documented depictions of women warriors and participants emerged during the Civil War. It is well known that women served as cooks, spies and nurses. It is less known that nearly 400 women disguised themselves as men and served as Union and Confederate soldiers.

In 1898, during the Spanish American War, larger numbers of women served as "contract" nurses. For their vast contributions while serving within the United States and deployed overseas, women finally began to receive proper recognition for their service. The recognized value of nurses during the Spanish American War and past conflicts, led to the first lawfully authorized military corps for women. In 1901, the Army Nurse Corps (ANC) was established and seven years later in 1908 the Navy followed suit by establishing the Navy Nurse Corps (NNC).

Though the Army employed the largest contingent of women during World War I, it was the Navy and Marine Corps that first enlisted women as members of the reserve. The Marine Corps enlisted an estimated 305 Marine Reservist (F) and the Navy enlisted roughly 12,000 Yeomen (F) into the reserve. In the Army, women played significant roles as telephone operators — affectionately known as "Hello Girls" — and as stenographers. Unlike the women in the Navy and Marine Corps who qualified for military benefits and pay, Army women were contractors and therefore received no military benefits.

During World War II about 400,000 women served in every branch of service. In the Army, women first entered the Women's Army Auxiliary Corps (WAAC) in May 1942 until it converted into the WAC in July 1943. Women Airforce Service Pilots were Army contract personnel. Navy women, known as WAVES, performed duties ranging from link trainers for pilots to codebreakers. Women also served in the Marine Corps Reserve (Women Marines) and Coast Guard Reserve (SPAR). Because of the more than 20,000 Women Marines who joined, hundreds of thousands of Marines were able to serve in the successful island hopping campaigns in the Pacific Theater of Operation.

On 25 June 1950, North Korean forces crossed the 38th Parallel into South Korea, which began the Korean War. Like past conflicts, nurses were there from the very beginning, arriving in Pusan within days after American forces arrived. During the Korean War era the Defense Advisory Committee on Women in the Services (DACOWITS) was created. DACOWITS was perhaps the most important organization established to advocate for women in the military.

Perhaps the truest Unsung Heroes during one of the most controversial wars in American history were the nurses of the Vietnam War. While women served in other capacities during the war, the vast majority of all women who served in Vietnam were nurses. There is no doubt that men saw gruesome combat on a regular basis "in the bush." Nurses saw gruesome casualties almost daily as the distinctive sound of the UH-1 Huey helicopter announced incoming casualties.





The 1970s was a pivotal decade in military history for several reasons. Chief among them was the promotion of Chief of the Army Nurse Corps Anna Mae Hays as the first woman promoted to brigadier general on 11 June 1970 followed five minutes later by Director of the WAC Elizabeth P. Hoisington. In July 1973, the all-volunteer force emerged and many opportunities for women in the military began to take form. The doors of the service academies opened to women in 1976 and two years later the WAC was disestablished and women were no longer a separate enclave within the Army.

The 1980s ushered in further changes and progress. In the Air Force, women had been flying noncombat aircraft for the past three years; the Marine Corps had finally “appointed” a woman to the rank of general officer; and in the Coast Guard, Beverly Kelly became the first woman to command a U.S. seagoing vessel. The first service academy women began to graduate and many were able to serve in specialties and branches within each service that had been closed to women when they started their cadet journeys. In the Army portions of the field artillery and air defense artillery branches opened to women; in the Navy, women who had previously been banned from serving aboard ships went to sea on certain designated noncombat ships. The 1980s ended with a bang by igniting the first serious “women in combat” debate after Army Captain Linda Bray led her military police unit into combat during Operation Just Cause in Panama in 1989.

The 1990s continued, and indeed expanded, the debate on women in combat after more than 40,000 women deployed during the Persian Gulf War. During the war sixteen women died and two became POWs. Like Linda Bray, women became the focal point of many stories, so much so that the Gulf War earned another moniker — “the mommy war.” The debate led to the secretary of defense opening more specialties to women, while conversely establishing the “combat exclusion rule.” In 1994, the combat exclusion rule officially excluded women from serving in combat “units below the brigade level.” Women were authorized, however, to serve aboard combat ships and fly combat aircraft.

On 11 September 2001, the world changed drastically when terrorists attacked the Pentagon and World Trade Centers of America. Among the casualties at the Pentagon were six service women. By October 2001, Operation Enduring Freedom (OEF) was underway. Operation Iraqi Freedom (OIF) also began within two years in March 2003. America was at war again, and unlike previous wars, women travelled to the most forward locations and in the most dangerous areas of the combat zone along with their brothers in arms from the very beginning of hostilities. On 23 March 2003, Lori Piestewa, a Native American, became one of the first American women to die in combat during the War on Terror. In 2003, the Marines instituted the “Team Lioness” program — initially using Army women — and the Army soon followed by instituting the Female Engagement Team (FET) program. Due to cultural sensitivities associated with men other than a family member coming into close contact with the female population, FET members go on patrols and missions with their combat arms brothers to engage with women within the local populations. By 2007, more than 155,000 military women had been deployed and more than 103 had died, a statistic that rose to more than 250,000 and approximately 144, respectively, by 2012. Fittingly, on 24 January 2013, Secretary of Defense Leon E. Panetta and Chairman of the Joint Chiefs of Staff General Martin E. Dempsey issued a signed memorandum titled “Elimination of the 1994 Direct Ground Combat Definition and Assignment Rule,” which called for a repeal of the 1994 exclusion on women in “direct combat on the ground.”





## COURSE OVERVIEW

1. The **primary purpose** of the Teacher's Guide is to provide a structural framework for educators. The guide is specifically designed for use in conjunction with the documentary ***Unsung Heroes: The Story of America's Female Patriots***. The secondary purpose is to provide a framework for all types and sizes of institutions and organizations to facilitate lectures, presentations and/or seminars relative to women in the military and diversity programs.

The guide consists of ten lessons, each beginning with a detailed set of "Course Goals" and a section titled "Scope." The goals and scope set the stage for the entire lesson and serve as a lesson roadmap. "Terminal Learning Objectives" include the "Action, Conditions and Standards" for each course and informs users of the expectations each viewer is meant to achieve after finishing the lesson. The ten DVD lessons/themes in order of appearance are: Heroes, Called to Duty, Healers, In the Line of Fire, Killed in Action, Flyers, Leadership, Prisoners of War, Freedom Is Not Free and Against All Odds. There are two distinctly different Teacher's Guides — one is an abridged pocket version that accompanies the DVD as an insert and one is a more extensive advanced classroom version which can be found on and downloaded from the Unsung Heroes Educational website at: [www.unsungheroeseducation.com](http://www.unsungheroeseducation.com).

2. The **Pocket Version (PV)** guide incorporates the National Center for History in the Schools (NCHS) standards, National Curriculum Standards for Social Studies (NCSS), National Academy for Academic Leadership (NAAL) curriculum development guidelines, and is primarily developed to fit within the Army Learning Concept (ALC) Institutional domain, but can be incorporated within the Operational and Self-Development domains as appropriate. It covers NCHS Eras 3—10 of the U.S. History Periodization, Eras 7—9 of the World History Periodization and conforms to the 9—12 grade high school guidelines from the NCHS. The guide is specifically designed for use in conjunction with the DVD without the need for additional tools, such as reading assignments. Viewers can address all discussion prompts and Identification of Significance (ID/SIGs) by watching the DVD. For users who choose to incorporate additional rigor into their PV programs, a recommended readings section has been included; you are of course welcome to use aspects from the online guide.

3. The **Advanced Classroom Version (ACV)** guide on the Unsung Heroes Educational website at: [www.unsungheroeseducation.com](http://www.unsungheroeseducation.com) has lesson plans that integrate scenes from the DVD and incorporate advanced "Levels of Learning" that conform to Bloom's six "Cognitive Domain" levels: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Depending on the lecture point, discussion prompt and debate prompt, the appropriate Cognitive Domain(s) has been identified. The ACV level curriculums also incorporate study topics and homework reading assignments. There are generally twice as many ID/SIGs in the ACV curriculum. Assigned readings have been selected to correlate *as closely as possible* to the documentary segment. However, because neither the 36-minute DVD nor the two-hour documentary can





convey enough of the significant historical and educational points, readings will often incorporate more detailed subject matter. All discussion prompts, debate prompts, study topics and ID/SIGs can be addressed from the DVD and homework reading assignments.

Two levels of reading assignment page counts exist within each lesson. For college undergraduate level courses, facilitator might assign approximately 30 pages per class hour. For postgraduate or seminar level courses, facilitators might assign approximately 70 pages per class hour. Lecture points, discussion prompts, debate prompts, study topics, Identification of Significance (ID/SIGs) and supporting reading assignments have been written and selected with Bloom's higher levels of thinking guidelines in mind.

The optimum scenario for "reading assignments" would have been to have a single reliable survey textbook — or two. Since one does not yet exist, Jeanne Holm's Women in the Military: An Unfinished Revolution published by Presidio Press as a revised edition in 1992, still the best-known single sourcebook that has significant historical information relative to women in the military, has been selected. Though the book is "policy" heavy, it addresses enough of the historiography to be extremely beneficial to facilitators; approximately 70% of readings can be found in Holm's book.

A plethora of books and articles, mostly topical and/or biographical, relative to women in the military have been published since 1994, and especially after 2004. To facilitate those who may decide to develop a course "selected readings" book or pamphlet, a minimum number of other books and articles have been used as "reading assignments" so as not to complicate copyright requests. Two books that have a variety of vignettes are: Kirsten Holmstedt's Band of Sisters: American Women at War in Iraq published by Mechanicsburg, PA: Stockpole Books in 2007 and James E. Wise Jr., and Scott Baron's Women at War: Iraq, Afghanistan, and other Conflicts published by Naval Institute Press in 2006. They have been used when possible. Additionally, many government and open source materials have been used. Lastly, a separate "recommended readings" section has been added at the end of each lesson for those who seek further readings relative to the topic.

4. In **conclusion**, viewers should recognize that the Teacher's Guide is organized by themes, conveniently aligned with the ten thematic sections of the documentary *Unsung Heroes: The Story of America's Female Patriots*, rather than chronologically. Since this guide is specifically developed to accompany the thematic design of the documentary, reading assignments for the ACV level curriculum are not chronological. The ten DVD lessons can be tailored into ten — or more — separate classes or into a single seminar/lecture style session. The order of lessons can also be reconfigured to support the preference and/or objectives of specific users.

Each lesson has been carefully developed as a standalone/independent lesson, which will allow users to approach each theme separately. There are opportunities, however, to link particular lessons in a chronological order. For example, "Heroes," "Called to Duty," "Freedom Is Not Free" and "Against All Odds" have a logical chronological flow.





## HEROES

**COURSE GOALS:** To provide viewers a historical overview and understanding of women as combatants in military history. This lesson emphasizes the service of two key women as combatants in military history — one from the American Revolution, the other from the current War on Terror. At the completion of this lesson, you will possess historical knowledge of women as combatants in military history and understand women's contributions on the battlefield from the American Revolution to the War on Terror. This lesson will establish the foundation for all subsequent lessons, especially the "In the Line of Fire" lesson.

**SCOPE:** This "Heroes" lesson is designed with the understanding that each individual begins with varying levels of understanding of women as combatants in the military. The course introduces you to: "Molly Pitcher," who picked up arms during the Revolutionary War; Leigh Ann Hester, who was awarded the Silver Star for actions in combat in Iraq; and the evolution of women in the military as combatants.

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### TERMINAL LEARNING OBJECTIVE:

**ACTION:** To gain an understanding of and appreciation for the roles women have played in the military as combatants from the American Revolution to the 1991 Gulf War. The lesson will inspire, motivate and foster discussion and debate about the evolution and participation of women in military service on the battlefield.

### CONDITIONS:

- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the "Introduction" and "Heroes" portion from the documentary *Unsung Heroes: The Story of America's Female Patriots*.
- Class discussion and/or debate.

**STANDARDS:** The viewer will be able to:

1. Identify and discuss the evolution of women in the military as combatants from the American Revolution to the 1991 Gulf War, including their roles and missions.
2. Explain the significance of women as combatants in the military, specifically during the American Revolution and the Civil War.

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**CONCRETE EXPERIENCE:** Watch the "Introduction" and "Heroes" portion from the documentary *Unsung Heroes: The Story of America's Female Patriots*.

**CLASS DISCUSSION:** Using examples from the "Heroes" portion of the educational DVD and opening comments from the facilitator, discuss the following:

**Discussion Prompt 1:** Identify at least two roles women played during the American Revolution. What was unique about their service and why?

**Discussion Prompt 2:** Sergeant Leigh Ann Hester was awarded the Silver Star for actions in combat on 20 March 2005. What elements of the battle may have impacted the Army's decision to award Hester the Silver Star?





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### ADDITIONAL TOOLS

#### Identification of Significance (ID/SIG):

—Molly Pitcher

—Margaret Corbin

—Leigh Ann Hester

#### RECOMMENDED READINGS:

1. Blanton, DeAnne and Lauren M. Cook. Women Soldiers in the American Civil War: They Fought Like Demons. Baton Rouge: Louisiana State University Press, 2002.
2. Diamant, Lincoln, Editor and Annotator. Revolutionary Women in the War for American Independence: A One-Volume Revised Edition of Elizabeth Ellet's 1848 Landmark Series. Westport, Connecticut and London: Praeger, 1998.
3. Holm, Jeanne. Women in the Military: An Unfinished Revolution. Novato, CA: Presidio Press: Revised Edition, 1992. Pages: xiii—xvi, 3—20, 91—94, 398—424 and 432—436.

## CALLED TO DUTY

**COURSE GOALS:** To provide viewers a historical overview and understanding of how women came to be “called to duty” and to examine the myriad reasons women choose to serve in the military. The emphasis of this lesson is to explore at least one policy decision that allowed women to go into harm’s way and to discuss the 11 September 2001 (9/11) attack on America in some detail and the passions that “called to duty” two particular Soldiers. At the completion of this lesson, you will possess historical knowledge of 9/11 and why women have chosen to serve during the War on Terror.

**SCOPE:** This “Called to Duty” lesson is designed with the understanding that each individual begins with varying levels of understanding of the events and/or individual decisions that called women to military service. The course introduces you to two women in particular who answered the “call to duty.”

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### TERMINAL LEARNING OBJECTIVE:

**ACTION:** To gain an understanding of and appreciation for the decisions and policies that enabled and continues to enable women to answer the “call to duty.” The lesson will inspire, motivate and foster discussion and debate about the various services’ roles in recruiting and inducting women into military service and the associated decisions and policies.

#### CONDITIONS:

- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Called to Duty” portion from the documentary *Unsung Heroes: The Story of America's Female Patriots*.
- Class discussion and/or debate.





**STANDARDS:** The viewer will be able to:

1. Identify and discuss 9/11 and the impact it has had on America and the “called to duty” passion of young women and men since the start of the millennium.
2. Explain and debate why individuals are willing to serve and offer the ultimate sacrifice during peacetime and war in defense of the Nation.

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**CONCRETE EXPERIENCE:** Watch the “Introduction” and “Called to Duty” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

**CLASS DISCUSSION:** Using examples from the “Called to Duty” portion of the educational DVD and opening comments from the facilitator, discuss the following questions:

**Discussion Prompt 1:** Use this opportunity to discuss 9/11 in some detail. Depending on the average age level of the group you are addressing, ask viewers to recount their personal feelings and experiences during 9/11.

**Discussion Prompt 2:** As you watch and listen to Tammy Duckworth and Latianna Wilson, identify at least two reasons women have chosen to serve in the military since 9/11. What similar passions called Tammy Duckworth and Latianna Wilson to duty during the War on Terror? How would their passions differ from a man of their age? What takeaways do you have from watching Tammy Duckworth and her viewpoint about service?

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#### ADDITIONAL TOOLS

**Identification of Significance (ID/SIG):**

—9/11

—1993 and Tammy Duckworth

#### RECOMMENDED READINGS:

1. Holm, Jeanne. *Women in the Military: An Unfinished Revolution*. Novato, CA: Presidio Press: Revised Edition, 1992. Pages: 16—43, 148—155, 186—203 and 347—361.
2. Williams, Kayla with Michael E. Staub. *Love My Rifle More Than You: Young and Female in the U.S. Army*. New York and London: W.W. Norton and Company, 2005.
3. Wise, James E. Jr., and Scott Baron. *Women at War: Iraq, Afghanistan, and other Conflicts*. Annapolis, MD: Naval Institute Press, 2006. Three vignettes, pages 112—113 (Lt. Col Doering), 118—121 (Spc5 Green) and 131—137 (Col. Brosmer).

## HEALERS

**COURSE GOALS:** To provide viewers an overview and understanding of women as nurses in the military. The emphasis of this lesson is on the Vietnam War as a foundation to discuss the roles and importance of the first branch for military women, the Nurse Corps. At the completion of this lesson, you will possess historical





knowledge of women nurses during the Vietnam War and the first woman to be awarded the Silver Star since World War II for her role as a “Healer” during the War on Terror.

**SCOPE:** This “Healers” lesson is designed with the understanding that each individual begins with varying levels of understanding of women in the military as nurses. The course introduces you to the military combat nurse and the importance of their service during the Vietnam War; and the bravery of a female Army medic who risked her life to aid fallen comrades.

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#### TERMINAL LEARNING OBJECTIVE:

**ACTION:** To gain an understanding of and appreciation for the roles women have played in the military as nurses. The lesson will inspire, motivate and foster discussion and debate about the evolution and participation of women as “Healers” in the military.

#### CONDITIONS:

- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Healers” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion.

**STANDARDS:** The viewer will be able to:

1. Restate and discuss the success rate of women nurses during the Vietnam War and their top priority.
2. Identify the campaign women nurses initiated when they returned from Vietnam, with reference to the role of the Veterans Administration.
3. Discuss how the role of some women as “Healers” has evolved from Vietnam to the current War on Terror.

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**CONCRETE EXPERIENCE:** Watch the “Introduction” and “Healers” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

**CLASS DISCUSSION:** Using examples from the “Healers” portion of the educational DVD and opening comments from the facilitator, discuss the following questions:

**Discussion Prompt 1:** Name at least two women “Healers” who served — one in Vietnam, the other in Afghanistan — and compare and contrast their experiences on the battlefield.

**Discussion Prompt 2:** As you watch the film and listen to Marsha Four, what significant role did Vietnam War-era nurses play for wounded soldiers? The roughly 98% (97.4% is the official statistic) survival rate of soldiers who made it to the hospital speaks to the professionalism of the Vietnam nurses; why was the Vietnam Women Memorial and the Women’s Memorial so important to them?

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#### ADDITIONAL TOOLS

##### Identification of Significance (ID/SIG):

- |               |                          |  |
|---------------|--------------------------|--|
| —Roughly 98%  | —Marsha Four             | —Monica Brown (appears on the DVD cover) |
| —Combat Nurse | —Veterans Administration | —Women’s Memorial                        |





### RECOMMENDED READINGS:

1. Feller, Carolyn M. and Constance J. Moore, eds. Highlights in the History of the Army Nurse Corps. Washington, D.C.: U.S. Army Center of Military History, 1995.
2. Norman, Elizabeth. Women at War: The Story of Fifty Military Nurses Who Served in Vietnam. Philadelphia, PA: University of Pennsylvania Press, 1990.
3. Sarnecky, Mary T. A History of the U.S. Army Nurse Corps. Philadelphia, PA: University of Pennsylvania Press, 1999.
4. Smolenski, Mary C., Donald G. Smith, Jr., and James S. Nanney. A Fit, Fighting Force: The Air Force Nursing Service Chronology. Washington, D.C.: Office of the Air Force Surgeon General, 2005.
5. West, Iris J. "The Women of the Army Nurse Corps During the Vietnam War."  
[www.vietnamwomensmemorial.org](http://www.vietnamwomensmemorial.org).

## IN THE LINE OF FIRE

**COURSE GOALS:** To provide viewers a historical overview and understanding of women as combatants in military history. The emphasis of this lesson is on reinforcing the lessons from the "Heroes" lesson and on placing a greater emphasis on the post-Gulf War era through to the current War on Terror. At the completion of this lesson, you will possess historical knowledge of women combatants in military history and understand women's contributions on the battlefield from the end of the 1991 Gulf War to the current War on Terror.

**SCOPE:** This "In the Line of Fire" lesson is designed with the understanding that each individual begins with varying levels of understanding of women as combatants in the military. The course reinforces the "Heroes" lesson but will introduce you to the "Band of Sisters," and the myriad other women who have picked up arms since Operation Just Cause (Panama) in 1989.

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### TERMINAL LEARNING OBJECTIVE:

**ACTION:** To gain an understanding of and appreciation for the roles women have played in the military as combatants from the American Revolution to the present. The lesson will inspire, motivate and foster discussion and debate about the evolution and participation of women in the military serving on the battlefield.

### CONDITIONS:

- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the "Introduction" and "In the Line of Fire" portion from the documentary *Unsung Heroes: The Story of America's Female Patriots*.
- Class discussion and/or debate.





**STANDARDS:** The viewer will be able to:

1. Identify and discuss the evolution of women in the military as combatants, with specific emphasis on the post-1991 Gulf War to the current War on Terror.
2. Explain the significance of women as combatants in the military, specifically during the current War on Terror.
3. Define the current roles and missions of women in the military on the battlefield.

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**CONCRETE EXPERIENCE:** Watch the “Introduction” and “In the Line of Fire” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

**CLASS DISCUSSION:** Using examples from the “In the Line of Fire” portion of the educational DVD and opening comments from the facilitator, discuss the following:

**Discussion Prompt 1:** Name at least two wars and discuss the various roles and missions women have performed, which brought them into “the line of fire.”

**Discussion Prompt 2:** Identify at least three reasons, since the end of the 1991 Gulf War, that led to the decision to lift the ban on women in combat.

**Discussion Prompt 3:** Explain why, in your opinion, it has taken so long for the ban on women in combat to be lifted?

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### ADDITIONAL TOOLS

#### Identification of Significance (ID/SIG):

—Leon E. Panetta

—Martin E. Dempsey

—Steve Ellis/Combat Medic Badge

—IEDs

—Asymmetrical Battlefield

#### RECOMMENDED READINGS:

1. “DoD Lifts the Band on Women in Combat,” *Army Magazine*, March 2013, p. 9. ([www.ausa.org](http://www.ausa.org), navigate to Publications, *Army Magazine*, March issue, News Call tab)
2. DoD Memorandums “Direct Ground Combat Definition and Assignment Rule,” January 13, 1994, and “Elimination of the 1994 Direct Ground Combat Definition and Assignment Rule,” Jan 24, 2013. Uploaded on *Unsung Heroes* website.
3. Doidge, Michael J. “Combat Multipliers: Tactical Female Engagement Teams in Paktika Province,” *Vanguard of Valor Volume II: Small Unit Actions in Afghanistan*. 2012: Pages: 105—124.
4. Holm, Jeanne. *Women in the Military: An Unfinished Revolution*. Novato, CA: Presidio Press: Revised Edition, 1992. Pages: 398—424 and 191—193 & 202—203.
5. Holmstedt, Kirsten. *Band of Sisters: American Women at War in Iraq*. Mechanicsburg, PA: Stockpole Books, 2007. Chapters One (Schoolhouse Rocks), Five (The Little Bird that Could) and/or Eight (Taking Command of the Herk).



## KILLED IN ACTION

**COURSE GOALS:** To provide viewers an overview and understanding of the hardships associated with the loss of a Soldier, Sailor, Airman, Marine or Coast Guardsman who gave the ultimate sacrifice. The emphasis of this lesson is to pay homage to those “Killed in Action” and share the experiences and emotions of those who were in battle facing the possibility of becoming KIA or of losing a close comrade in battle. At the completion of this lesson, you will possess knowledge that women have offered the ultimate sacrifice in battle.

**SCOPE:** This “Killed in Action” lesson is designed with the understanding that each individual begins with varying levels of understanding about military women being “Killed in Action.” The course introduces you to five women veterans who offer varying views on the pain and suffering associated with the loss of a comrade in battle. The scope of this lesson is focused exclusively on the current War on Terror.

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### TERMINAL LEARNING OBJECTIVE:

**ACTION:** To gain an understanding of and appreciation for the ultimate sacrifices of women in military services by focusing mainly on the current War on Terror. The lesson will inspire, motivate and foster discussion and debate about women “Killed in Action.”

### CONDITIONS:

- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Killed in Action” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion.

**STANDARDS:** The viewer will be able to:

1. Recognize that military women are offering the ultimate sacrifice during the current War on Terror.
2. Describe what service women, and men, in battle are ultimately fighting for when they are at the “point of battle.”

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**CONCRETE EXPERIENCE:** Watch the “Introduction” and “Killed in Action” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

**CLASS DISCUSSION:** Using examples from the “Killed in Action” portion of the educational DVD and opening comments from the facilitator, discuss the following questions:

**Discussion Prompt 1:** Name at least one woman who was “Killed in Action” and discuss the emotions of her close friend. From a previous *Unsung Heroes* segment, name and discuss another woman who gave the ultimate sacrifice of being “Killed in Action.”

**Discussion Prompt 2:** In the film clip Carol Mutter, Vernice Armour and Cynthia Pritchett made similar statements about what “it” is that Soldiers, Sailors, Airmen, Marines and Coast Guardsmen fight for while in battle. What is “it” and do you feel their assessments are accurate depictions of what women and men are fighting for in the “heat of battle?” Explain your position.





**Discussion Prompt 3:** Interpret the emotions associated with the loss of a comrade in arms.

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### ADDITIONAL TOOLS

**Identification of Significance (ID/SIG):**

—Isela Rubalcava

—Guadalupe Alexander

—Arlington National Cemetery

—Fear & Bravery

**RECOMMENDED READINGS:**

1. Holm, Jeanne. Women in the Military: An Unfinished Revolution. Presidio Press: Revised Edition, 1992. Pages: 459—461.
2. Wise, James E. Jr., and Scott Baron. Women at War: Iraq, Afghanistan, and other Conflicts. Annapolis, MD: Naval Institute Press, 2006. Pages: 3—4, 97—100
3. [www.arlingtoncemetery.mil/ANCexplorer](http://www.arlingtoncemetery.mil/ANCexplorer).

## FLYERS

**COURSE GOALS:** To provide viewers a historical overview and understanding of women in military aviation. The emphasis of this lesson is to use the Women Airforce Service Pilots (WASPs) of World War II as a foundation to discuss the role of women in military aviation. At the completion of this lesson, you will possess historical knowledge of women in military aviation during World War II.

**SCOPE:** This “Flyers” lesson is designed with the understanding that each individual begins with varying levels of understanding of women in military aviation. The course introduces you to the World War II WASPs and the significant contributions they provided to the defense of America.

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### TERMINAL LEARNING OBJECTIVE:

**ACTION:** To gain an understanding of and appreciation for the roles women have played in military aviation from World War II to the present. The lesson will inspire, motivate and foster discussion and debate about the evolution and participation of women in military aviation.

**CONDITIONS:**

- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Flyers” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion.

**STANDARDS:** The viewer will be able to:

1. Identify and discuss the evolution of WASPs to include their roles and missions.
2. Demonstrate the historical role women have played in military aviation.
3. Debate the employment of WASPs during World War II.



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**CONCRETE EXPERIENCE:** Watch the “Introduction” and “Flyers” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

**CLASS DISCUSSION:** Using examples from the “Flyers” portion of the educational DVD and opening comments from the facilitator, discuss the following questions:

**Discussion Prompt 1:** Name at least three flying missions WASPs performed during World War II. Distinguish how these jobs were different from one another and how they evolved over time.

**Discussion Prompt 2:** Do you believe the employment of women flyers during World War II was effective in accomplishing the military’s mission?

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#### ADDITIONAL TOOLS

##### Identification of Significance (ID/SIG):

—Jacqueline Cochran

—Nancy Love

—Hap Arnold

—1,074

—Deanie Parish

—Nicole Malachowski

—Vernice Armour

##### RECOMMENDED READINGS:

1. Holm, Jeanne. *Women in the Military: An Unfinished Revolution*. Novato, CA: Presidio Press: Revised Edition, 1992. Pages: 113—123, 313—323, 424—432, 484—485 and 490—494.
2. Holmstedt, Kirsten. *Band of Sisters: American Women at War in Iraq*. Mechanicsburg, PA: Stockpole Books, 2007. Chapters Four (Call Sign: “Krusty”) & Seven (Who Wants to be Average?).
3. Turner, Betty Stagg. *Out of the Blue and Into History: Women Airforce Service Pilots WW II*. Arlington Heights, IL: Aviatrix Publishing Inc., 2001.
4. Thompson, Mark. “Air Boss.” *Time Magazine*, April 18, 2011, pp. 37—38.

## LEADERSHIP

**COURSE GOALS:** To provide viewers a historical overview and understanding of women leaders in the military. The emphasis of this lesson is to emphasize the service of two key military women who served as leaders in the military — one during World War II, the other from the Gulf War to the current War on Terror. At the completion of this lesson, you will possess historical knowledge of military leadership and understand women’s contributions to the success of the military at the highest levels from World War II to the current War on Terror.

**SCOPE:** This “Leadership” lesson is designed with the understanding that each individual begins with varying levels of understanding of women as leaders in the military. The course introduces you to Lieutenant Colonel Charity Adams and the 6888th Postal Battalion she commanded during World War II, General Ann Dunwoody, the first woman four-star general, and their significant contributions to the American military.





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#### TERMINAL LEARNING OBJECTIVE:

**ACTION:** To gain an understanding of and appreciation for the roles women have played in the military as leaders at all levels from World War II to the present. The lesson will inspire, motivate and foster discussion and debate about the evolution and participation of women as leaders in the military.

#### CONDITIONS:

- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Leadership” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion.

**STANDARDS:** The viewer will be able to:

1. Identify and discuss women as leaders in the military beginning with World War II.
2. Demonstrate a historical understanding of at least two women leaders and the missions they carried out during war.
3. Illustrate the evolution and importance of technology in the success of the American military.

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**CONCRETE EXPERIENCE:** Watch the “Introduction” and “Leadership” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

**CLASS DISCUSSION:** Using examples from the “Leadership” portion of the educational DVD and opening comments from the facilitator, discuss the following questions:

**Discussion Prompt 1:** Name the unit Charity Adams commanded during World War II, identify its mission and discuss at least three matters of significance relative to the unit. Why was Adams selected to command the 6888th?

**Discussion Prompt 2:** As you watch Ann Dunwoody discuss the evolution of the military’s ability to sustain war from the Gulf War to the current War on Terror, what strikes you about her comments? Discuss at least four overarching takeaways from Dunwoody’s interview.

**Discussion Prompt 3:** How has the evolution of technology enhanced warfare in the past two decades?

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#### ADDITIONAL TOOLS

##### Identification of Significance (ID/SIG):

- Four-star rank
- Leadership

- Charity Adams
- Sustainment

—6888th Postal Battalion

#### RECOMMENDED READINGS:

1. “AMC: Paving the way with a 21st-Century Construct and a ‘Factory to Foxhole’ Logistics Connection,” *Army Magazine*, March 2012, pp. 24—33. (can be found at [www.ansa.org](http://www.ansa.org); navigate to Publications, *Army Magazine*, 2012, March issue, Features)



2. Biank, Tanya. Undaunted: The Real Story of America's Servicewomen. London: Penguin Books, 2013. Pages, 31—51, 75—88, 100—107, 136—138, 191—196, 231—237, 271—281.
3. Early, Charity Adams. One Women's Army: A Black Officer Remembers the WAC. Texas A&M University Press: College Station, 1989.
4. FM 6-22 (FM 22-100) Army Leadership: Competent, Confident, and Agile. Headquarters: Department of the Army, 2006.
5. Olson, Kim. Iraq and Back: Inside the War to Win the Peace. Annapolis, MD: Naval Institute Press, 2006.

## PRISONERS OF WAR

**COURSE GOALS:** To provide viewers a historical overview and understanding that military women have been Prisoners of War (POWs). The emphasis of this lesson is on highlighting the 77 nurses who became POWs in the Philippines during World War II. At the completion of this lesson, you will possess historical knowledge of the largest group of military women to become POWs.

**SCOPE:** This "Prisoners of War" lesson is designed with the understanding that each individual begins with varying levels of understanding of women in the military becoming POWs during war. The course introduces you to Pearl Harbor and the subsequent fall of the Philippines, resulting in the capture of 77 Army and Navy nurses over the course of four months — January through May 1942 — during World War II; and the various significant roles ward and head nurses conducted; the experiences of life as a POW as illustrated by an expert in the subject matter and from one of the last surviving World War II POWs.

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### TERMINAL LEARNING OBJECTIVE:

**ACTION:** To gain an understanding of and appreciation for the fact that American military women have been POWs during War. The lesson will inspire, motivate, and foster discussion and debate about women as POWs.

### CONDITIONS:

- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the "Introduction" and "Prisoners of War" portion from the documentary *Unsung Heroes: The Story of America's Female Patriots*.
- Class discussion.

**STANDARDS:** The viewer will be able to:

1. Understand, in part, the emotions of a POW and identify the roles and jobs women POWs performed in the Philippines during World War II.
2. Share their own personal thoughts about women as POWs.
3. Debate the preparedness of the United States to go to war in 1941, especially in the Pacific, and the possibility of women as POWs.





**CONCRETE EXPERIENCE:** Watch the “Introduction” and “Prisoners of War” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

**CLASS DISCUSSION:** Using examples from the “Prisoners of War” portion of the educational DVD and opening comments from the facilitator, discuss the following questions:

**Discussion Prompt 1:** Express at least two takeaways from Mildred Manning’s interview. Recall four significant duties women POWs performed during World War II in the Philippines.

**Discussion Prompt 2:** What are your expressed thoughts/feelings associated with the possibility of military personnel becoming a POW? Are your thoughts/feelings any different if the POW is a woman? Explain.

**Discussion Prompt 3:** Use this opportunity to discuss Pearl Harbor, the culminating event that catapulted the United States into World War II. Can you draw similarities to other historical events?

#### ADDITIONAL TOOLS

##### Identification of Significance (ID/SIG):

- |                    |                                  |                  |                       |
|--------------------|----------------------------------|------------------|-----------------------|
| —Pearl Harbor      | —Philippines (Bataan/Corregidor) | —Santo Tomas     | —Maude Davison (Army) |
| —Laura Cobb (Navy) | —Combat Trauma Nurse             | —Mildred Manning |                       |

##### RECOMMENDED READINGS:

1. Cornum, Rhonda, as told to Peter Copeland. *She Went to War: The Rhonda Cornum Story*. Novato, CA: Presidio Press, 1992.
2. Danner, Dorothy Still. *What a Way to Spend a War: Navy Nurse POWs in the Philippines*. Annapolis, MD: Naval Institution Press, 1995.
3. Wise, James E. Jr., and Scott Baron. *Women at War: Iraq, Afghanistan, and other Conflicts*. Annapolis, MD: Naval Institute Press, 2006.



This Lesson is dedicated to Mildred Manning who passed away shortly after the interview for *Unsung Heroes: The Story of America’s Female Patriots* was conducted.

## FREEDOM IS NOT FREE

**COURSE GOALS:** To provide viewers an overview and understanding of the importance of women in service and as Wounded Warriors. The emphasis of this lesson is to explore the continuing integration and acceptance of women in the military. At the completion of this lesson, you will possess knowledge that the sacrifice and participation of women in the military is extensive and that Wounded Warriors include service women. This lesson is a natural evolution of the “Called to Duty” lesson and establishes the foundation for the last lesson, “Against All Odds.”



**SCOPE:** This “Freedom Is Not Free” lesson is designed with the understanding that each individual begins with varying levels of understanding of the sacrifices women have made and continue to make as a result of military service. The course introduces you to the extensive service and sacrifice of women, and the impact of women as Wounded Warriors.

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**TERMINAL LEARNING OBJECTIVE:**

**ACTION:** To gain an understanding of and appreciation for the unique challenges that have dominated the debate(s) along the road to “Freedom Is Not Free” for women in the military. The lesson will inspire, motivate and foster discussion and debate about the sociological aspects of women in the military while addressing some of the myths that have been shattered along the way.

**CONDITIONS:**

- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Freedom Is Not Free” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion and/or debate.

**STANDARDS:** The viewer will be able to:

1. Identify and discuss the views of many military women and relate those women’s particular wishes, concerns and thoughts relative to women in the military.
2. Discuss what the viewer believes American society’s current knowledge and views are of women in the military, and discuss their own personal viewpoints.

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**CONCRETE EXPERIENCE:** Watch the “Introduction” and “Freedom Is Not Free” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

**CLASS DISCUSSION:** Using examples from the “Freedom Is Not Free” portion of the educational DVD and opening comments from the facilitator, discuss the following questions:

**Discussion Prompt 1:** Identify Tammy Duckworth’s main concerns when she realized she had been in an accident while flying her Blackhawk. How would you characterize the phrase “Freedom Is Not Free” with regard to this scene from *Unsung Heroes* and her concerns?

**Discussion Prompt 2:** Select and discuss two takeaways from the scenes of Vernice Armour and Rhonda Cornum. Do you believe America has received and/or accepted the viewpoints Armour and Cornum expressed?

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**ADDITIONAL TOOLS**

**Identification of Significance (ID/SIG):**

—Sacrifice & Patriotism

—Wounded Warriors

—Dan Milberg & 12 November 2004





### RECOMMENDED READINGS:

2. Holm, Jeanne. Women in the Military: An Unfinished Revolution. Novato CA: Presidio Press: Revised Edition, 1992. Pages: 289—303, 379—381 and 438—471.
1. Biank, Tanya. Undaunted: The Real Story of America's Servicewomen. London: Penguin Books, 2013. Pages 52—71, 89—99, 139—144, 201—205, 220—230, 241—255, 259—270 and 298—300.

## AGAINST ALL ODDS

**COURSE GOALS:** To bring viewers full circle with reference to the service of women in the military. The emphasis of this lesson is to highlight women veterans from World War II to the present as they express pride in service. At the completion of this lesson, and by recalling previous lessons, you will possess a full historical range of the participation of women in the military and understand their contributions to the success of the American military.

**SCOPE:** This “Against All Odds” lesson is designed with the understanding that each individual begins with varying levels of understanding of women in military history. The course reintroduces you to the full spectrum of women who have served on land, at sea and in the air: the first woman awarded the Silver Star for combat actions; one of the Navy’s first female SPARs (Semper Paratus Always Ready); one of the first WASPs; the first African American female attack helicopter pilot and a Marine Command Sergeant Major. The historical presence, evolution of and pride in women in military service will be evident.

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### TERMINAL LEARNING OBJECTIVE:

**ACTION:** To gain an understanding of and appreciation for the roles women have played in the military throughout history. The lesson will inspire, motivate and foster discussion and debate about the evolution and participation of women in the military.

### CONDITIONS:

- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Against all Odds” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion.

**STANDARDS:** The viewer will be able to:

1. Identify and discuss what makes a person, in these cases women, decide to serve in the military during wartime.
2. Relate to the passion and pride of women in uniform in some way, small or large.
3. Formulate an opinion, grounded in concrete examples, about the contributions of women in the military.



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**CONCRETE EXPERIENCE:** Watch the “Introduction” and “Against all Odds” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

**CLASS DISCUSSION:** Using examples from the “Against all Odds” portion of the educational DVD and opening comments from the facilitator, discuss the following questions:

**Discussion Prompt 1:** As you watch and listen to the eight veterans on screen, what single common theme shines through? Discuss the common theme your group identified.

**Discussion Prompt 2:** Name at least four reasons women have chosen to serve their country in uniform. Are their reasons any different than those for men? Explain.

**Discussion Prompt 3:** Assess the contributions of women in the military? Have women been “combat multipliers” in your opinion? Why or why not?

**Discussion Prompt 4:** Interpret Vernice Armour’s statement: “mothers, nurturing and taking care of her nation. . . .”

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### ADDITIONAL TOOLS

#### Identification of Significance (ID/SIG):

—Sacrifice

—1%

—Denise Jelinski-Hall

#### RECOMMENDED READINGS:

1. Holm, Jeanne. *Women in the Military: An Unfinished Revolution*. Novato, CA: Presidio Press: Revised Edition, 1992. Pages: 44—79 and 473—509.
2. Wise, James E. Jr., and Scott Baron. *Women at War: Iraq, Afghanistan, and other Conflicts*. Annapolis, MD: Naval Institute Press, 2006. One vignette, pages 28—32 (SSgt Jessica Lee Clements)

## CONCLUSION

The production of *Unsung Heroes: The Story of America’s Females Patriots* is intended as an educational tool. However, it also has the potential to enhance the current national debate on women in the American military. It will educate and foster discussion with reference to women’s contributions to the defense of this Nation because it brings their service from the American Revolution to the current War on Terror clearly to light on screen. *Unsung Heroes* will also add to the debate about women who choose to join the military and willingly serve in combat.





## ACKNOWLEDGEMENTS

Thanks to the Women In Military Service For America Memorial Foundation. Without their extensive research library and primary source materials, writing and filming would have been substantially more difficult. Thank you Memorial President Brigadier General (Ret) Wilma Vaught, Public Relations Director Marilla Cushman, Education Center Director Donna Houle and Chris Demarest. A special thanks to Curator of Collections Britta Granrud, for helping to identify and select literary sources. Her expertise in the subject enhanced my knowledge. General Vaught and Marilla Cushman agreed to pre-read the “Historical Overview” that appears on the website. A great deal of gratitude is owed to them for their input as I condensed 238 years of women’s military history into seven pages.

A heartfelt thanks to the United States Army Women’s Museum for the use of the museum’s extensive collections and facilities. Director Dr. Francoise Bonnell, Amanda Strickland and Ronald Bingham were all very helpful throughout the development of *Unsung Heroes*. A special thanks to the museum’s Education and Training Specialist Tracy Bradford, who agreed to read each draft lesson plan. She helped to ensure each lesson conformed to current ALC standards and offered superlative comments to ensure each lesson achieved the right level of academic rigor and tone.

Many thanks to my editor, Yalonda Lofton. She read the entire Teacher’s Guide with a fine-tooth comb to offer comments and editorial advice that enhanced readability. The guide is significantly better for her literary skills. I thank and appreciate my partner, Frank Martin. It has been great working with Frank on this project. We have spent countless hours ensuring we met the Army’s goal to develop a quality synchronized DVD and written educational product. Thanks to Army General Ann E. Dunwoody, the first female four-star general in the history of the military, for accepting my request to write the “Introduction” for this guide.

Last, but certainly not least, thanks to the Office of Assistant Secretary of the Army’s Manpower and Reserve Affairs for embracing our proposal to develop the *Unsung Heroes* documentary and educational packet. Their valued support has made this entire product possible and we appreciate and have enjoyed working with the Army team.

Finally, when any historian takes on a project he/she seeks to be fully objective and historically accurate. I believe objectivity and accuracy has been accomplished. Since I did not embrace each and every recommendation from the many wonderful people mentioned above, all faults are mine alone.





DEVELOPED  
BY

KREWASKY A. SALTER, Ph.D.  
*(Colonel, U.S. Army, Ret)*

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