Citation Investigation:
Medal of Honor Recipient Gary Beikirch

OBJECTIVES
Students will:
• read and analyze a Medal of Honor citation
• organize parts of the citation into the correct order
• identify the act of heroism for which the Medal of Honor was received
• define key vocabulary in a Recipient's citation

Recipient Focus: Gary Beikirch, U.S. Army, Vietnam War (any Recipient can be substituted for this lesson)

For the Teacher:
The teacher will need to prepare copies of a Medal of Honor citation for this activity. Citations can be found at www.themedalofhonor.com. The citations should be cut into 4-6 pieces and placed in an envelope.

Introductory Activity:
The teacher will ask students, “What is a birth certificate? What is its purpose?” The teacher will lead a discussion about these questions. The “birth certificate” for a Medal of Honor is called a citation. Each citation is written using official government language and structure. The teacher can also discuss the word “citation” as it applies to research and identifying sources.

Small Group Activity:
The teacher will place the students into groups and hand out the envelopes. Each group will remove all the sections from the envelope. Once all sections are out, the students will work together to place the sections in the correct order of the official government citation. It is suggested that teachers time this activity (in a game-like format).

Whole Group Activity:
When all students have completed organizing their citations, the teacher will ask the students what strategies they used to place the sections in the correct order. Possible answers include looking for beginning, middle, and end words, or transition words like first, second, etc. The teacher will reveal the actual order of the citation, one section at a time, noting when groups are no longer in contention for the correctly completed citation.

Small Group Activity:
The teacher will give students a hard copy of the Recipient's citation and the Text-Dependent Questions Worksheet about the citation. The students will work in groups to complete the worksheet, being sure to select direct quotations from the citation to support their responses and lead a discussion about the act of heroism and how it is described in both its written and visual form.
**Concluding Activity:**
The teacher will discuss the students’ answers for the worksheet. The class will view the Recipient’s vignette and discuss the act of heroism. Students will summarize the act of heroism using key words and phrases from the citation or the vignette.

**Assessment:**
Text-Dependent Questions worksheet, student summary

**Resources:**
Recipient citation, Recipient Living History video, worksheet

**Extended Activities:**
Ask students to rewrite the citation using a different voice, medium, or audience. Complete the same activity for a different Medal of Honor Recipient.
## Text-Dependent Questions: Gary Beikirch's Medal of Honor Citation

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<tr>
<th>Question</th>
<th>Student Answer / Citing Evidence from the Text</th>
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<td>For what audience or audiences was this written? Support your claim with at least one quotation from the text.</td>
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<td>What is the author’s purpose? Support your position with at least one quotation from the text.</td>
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<td>The author explains, “Sgt. Beikirch, with complete disregard for his personal safety, moved unhesitatingly through the withering enemy fire to his fallen comrades.” What is the meaning of “withering?” Provide evidence to support your response.</td>
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<td>The author states, “Sgt. Beikirch's complete devotion to the welfare of his comrades, at the risk of his life are in keeping with the highest traditions of the military service...” Provide evidence that explains how Sgt. Beikirch showed complete devotion to the welfare of his comrades.</td>
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