




Teacher Inquiry Kit: 6-12


Gilbert Horn, Sr.



Title	Military Service: Opportunity or Responsibility?
Author(s)	Bridget Hocutt
Grade Level	6-12
Soldier	Gilbert Horn, Sr.
Tribal Affiliation	Assiniboine Tribe (Fort Belknap, Montana)
Branch of Service	Army National Guard, Army
Dates of Service	1940 - 1945
Essential Question	<p>During his interview about his military service, Gilbert Horn, Sr. says he volunteered because, “[he] wanted to know what was beyond the reservation boundary.” Yet, when his initial military service time was over, he reenlisted and continued to serve over the next 4 years. When he finished his military service and returned home, he went on to serve his community in multiple capacities, including as tribal chief, council member and judge. With Gilbert’s life as an example, in what ways does the service of Native Americans, both military and community, support the idea that service is an opportunity for and a responsibility of all Americans?</p>
Contextual Paragraph	<p>Gilbert Horn, Sr. was born and raised on the Fort Belknap Indian Reservation in Montana. He volunteered for the Army National Guard at age 17 in 1940, with permission from his mother, because he had a desire to know what was beyond the boundaries of the reservation since he had only been off the reservation to travel to visit family on other reservations.</p> <p>After volunteering, Gilbert was shipped from Chinook, Montana to Fort Lewis, Washington where he was stationed at Camp Murray for over a year. Here, he and his fellow recruits lived in tents while completing their training in night maneuvers, weapons care and physical fitness training, even though it was peace time. When his year in the Reserves was up, he volunteered again. This time for service with the 163rd Infantry Battalion in the hopes of going to the Philippines. Before he was able to</p>

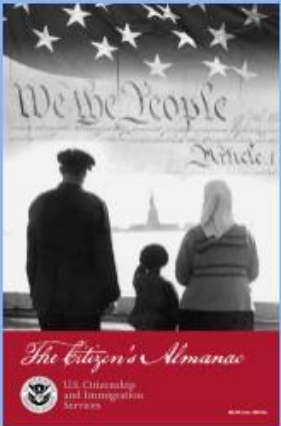

	<p>deploy to there, Japan bombed Pearl Harbor. His ship was reassigned to Pearl Harbor after the bombing where he helped clean up on the bases while staying in the Primo Brewery in Honolulu.</p> <p>Gilbert fought in many places in the Pacific Theater during World War II. He spent time on Guadalcanal, New Guinea, the Philippines, the West Indies and finally Burma. During his time in the military, Gilbert received specialized training in communications and encryption, as well as 30 days of survival training while in the South Pacific. Eventually, Gilbert volunteered, and was selected, to join the elite "Merrill's Marauders unit", which was tasked with cutting communications and supplies lines for the Japanese over 800 miles through Burma and western China. Gilbert Horn, Sr. was awarded the Bronze Star, the Purple Heart and the Distinguished Unit Citation for his actions as a member of Merrill's Marauders.</p> <p>Gilbert Horn, Sr. was honorably discharged from the Army in 1945 and returned to Fort Belknap to resume his duties on his grandparents' farm. His commitment to serving others continued as he was active in his community. He served on the Assiniboine Treaty Committee for over 60 years, managed the tribal funds, was elected as a Fort Belknap Community Council Chairperson several times and served as a council member for 19 years. As a member of the Tribal Health Board, he lobbied in Washington, D.C. for a new health clinic. His commitment to community was acknowledged when he was named chief of the Fort Belknap Assiniboine Tribe in 2014, the first time in over 125 years. Gilbert Horn, Sr. died on March 27, 2016 in Havre, Montana at the age of 92 having served his country and his community honorably for nearly a century.</p>
C3 Standards	<p><u>Social Studies C3 Frameworks</u></p> <ol style="list-style-type: none"> 1. D1.1.6-8. Explain how a question represents key ideas in the field./D1.1.9-12. Explain how a question reflects an enduring issue in the field.


	<p>2. D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). /D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present</p>
<p>Source 1: Permanent Link Gilbert Horn, Sr.</p>  <p>Gilbert Horn at time of interview</p>	<p>https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.24257/</p>
<p>Title of Source</p>	<p>Gilbert Horn, Sr: Volunteering for duty: An Oral Interview (excerpt 1:00-3:00;; 5:39-9:20; 22:40-25:19; 29:32-36:39; 42:30-48:13; 56:15-1:00:04 from Part 1)</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. How did Gilbert view military service, based on his purpose for enlisting? How did his family view it? 2. How did the fact that Gilbert volunteered for his military service sustain him through some of the toughest moments of his time overseas? 3. What were some of the challenges that Gilbert and his unit faced when they were in Burma? 4. In what ways did Gilbert's upbringing and training help him succeed during his military service?
<p>Possible discussion prompts beyond the questions.</p>	<ol style="list-style-type: none"> 1. How does the historical conflict between Native Americans and the United States contribute to Native Americans' military service? 2. What opportunities does military service provide individuals who serve today?

Source 2: Permanent Link 	https://www.legacy.com/us/obituaries/greatfallsribune/name/gilbert-horn-obituary?id=19620881
Title of Source	Gilbert Horn Obituary
Suggested questions for the source	<ol style="list-style-type: none"> 1. What is significant about Gilbert's service in the 163rd Infantry Battalion and later his service in Merrill's Marauders? 2. How did Gilbert continue his mission of service when he returned to Fort Belknap after his time in the military? 3. What honors were bestowed upon Gilbert, both by the armed forces and by his tribe, that tell us about his character as a volunteer? 4. How will Gilbert's legacy of service live on in his community?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. Discuss how Gilbert's Native American culture contributed to his life of service. 2. Discuss the ways that Gilbert saw his military service as an opportunity. As a responsibility.
Source 3: Permanent Link 	https://www.youtube.com/watch?v=kj4R_kLeDeo
Title of Source	Why We Serve: Native Americans in the United States Armed Forces
Suggested questions for the source	<ol style="list-style-type: none"> 1. In what ways has the historic conflict between Native Americans and the expansion of the United States contributed to the long history of Native American military service? 2. Describe at least two of the reasons why Native Americans enlist for military service.

	<ol style="list-style-type: none"> 3. Explain what military service means to Native Americans, according to the individuals in the video. 4. What theme emerges throughout the video about why Native Americans enlist for military service? 5. How has the military service of these veterans contributed to service in their communities after their military service is over?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. Discuss the ways that Alan K. Hoe's military experience was different from others in the video. How might this have influenced his feelings about his military service? His sons' military service? 2. Discuss the roles culture and tradition play in Native American military service.
Source 4: Permanent Link 	https://americanindian.si.edu/why-we-serve/ (website)
Title of Source	National Museum of the American Indian Online Exhibit - Why We Serve: Native Americans in the United States Armed Forces
Suggested questions for the source	<ol style="list-style-type: none"> 1. What were some of the reasons that Native Americans were motivated to serve in the military prior to World War II? 2. How did military service change in World War I? 3. What unique role did Native Americans begin to fill in World War I and fill almost exclusively in World War II? How has this contributed to Native American military service today? 4. What were, at least, two of the long term outcomes from American Indians' military service during World War II? How did these outcomes benefit American Indians?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. How do tradition and culture contribute to Native Americans' military service? 2. What is one theme found in Native American service throughout the <i>Why We Serve</i> website? How does this theme hold true for today's Native American military men and women?
Source 5: Permanent Link	https://www.nicoa.org/american-indian-veterans-have-highest-record-of-military-service/

 	
Title of Source	American Indian Veterans Have Highest Record of Military Service
Suggested questions for the source	<ol style="list-style-type: none"> 1. What does it mean to “serve with distinction”? 2. In what ways were American Indian women involved in military service during World War I? 3. What correlation is there between the descriptions of American Indian soldiers during World War I “winning widespread praise for bravery and achievement” and “about five percent of American Indian combat soldiers were killed”? 4. Why is it significant that, of the 42,000 American Indians who served in the Vietnam War, 90 percent were volunteers? 5. What challenges do American Indian and Alaska Native veterans face after their military service is completed?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. Based on the data in this text, what possible conclusions can we draw about American Indian and Alaska Native veterans’ motivation for military service over the past 200 years? 2. Discuss possible reasons for the disproportionate representation of American Indians in the armed forces. Other minorities? How does this contribute to the idea that military service is an opportunity? A responsibility?
Source 6: Permanent Link	https://www.uscis.gov/sites/default/files/document/guides/M-76.pdf (pages 1-8)

	
Title of Source	The Citizen's Almanac - Citizenship in America: Rights and Responsibilities of U.S. Citizens
Suggested questions for the source	<ol style="list-style-type: none"> 1. According to this text, why is it important to become a citizen of the United States? 2. What rights of citizens are highlighted in this document? What responsibilities? 3. Explain the difference between rights and responsibilities. 4. One of the responsibilities outlined in this brochure is to "participate in your local community." What does this mean? 5. Why is "defend[ing] the country if the need should arise" considered a responsibility? In what ways does it also provide opportunity?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. American Indians served in the U.S. Armed Forces even when many of them were not considered U.S. citizens. How does this document help us understand why American Indians served even without citizenship status? 2. Why have there been times when the U.S. Armed Forces have not been an all-volunteer force?
Source 7: Permanent Link 	https://www.youtube.com/watch?v=SGAEfijaqiY
Title of Source	The Warrior Tradition

Suggested questions for the source	<ol style="list-style-type: none"> 1. What role does the warrior tradition play in American Indian service in the U.S. Armed Forces? 2. How is the service of American Indians in the U.S. Armed Forces ironic? Explain. 3. In what ways did stereotypes influence the assignments that American Indians received in the U.S. Armed Forces? Do stereotypes still play a role today? 4. How does this film show military service by American Indians as both an opportunity and a responsibility? How does this approach to service continue after military service? 5. What lessons can be learned from the service of American Indians in the U.S. Armed Forces?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. What opportunities have American Indian tribes found to connect with the U.S. Armed Forces beyond becoming members? 2. How has the U.S. Armed Forces taken advantage of the warrior tradition that exists in many American Indian cultures? Is this ethical? Yes or No? Explain.
Source 8: Permanent Link 	https://greatamericansyndicate.com/giving-back-with-kids-that-do-good/
Title of Source	Great American Syndicate: American Snippets: E040 Kids That Do Good
Suggested questions for the source	<ol style="list-style-type: none"> 1. How did Max and Jake get started in giving back to their community? 2. What is the purpose behind the creation of Kids That Do Good? 3. How has Kids That Do Good worked to bring opportunities for volunteering to kids around the country and world? 4. Explain the connection between Kids That Do Good and the military community. 5. How do the founders of Kids That Do Good see their work today carrying into the future, both for themselves and others?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. How does Kids That Do Good support the idea that service is both an opportunity for and a responsibility of all Americans? 2. What has Kids That Do Good inspired you to do? How can you be of service to your community to fulfill the opportunity and responsibility of all Americans?

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