





Teacher Inquiry Kit: K-5



Gilbert Horn, Sr.



Title	The Importance of Being a Volunteer
Author(s)	Bridget Hocutt
Grade Level	K-5
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	During his interview about his military service, Gilbert Horn, Sr. says he volunteered because, “he wanted to see what was beyond the borders of the reservation.” In what ways does Mr. Horn’s volunteer military service provide us with an example of the opportunities that come from volunteering?
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 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.K-2. Explain why the compelling question is important to the student./D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). 2. D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community./D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate

Source 1: Permanent Link 	https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.24257/
Title of Source	Gilbert Horn, Sr: Volunteering for duty in the Philippines: An Oral Interview (excerpt 1:00 - 2:19; 5:39 - 9:20 from Part 1)
Suggested questions for the source	<ol style="list-style-type: none"> 1. Gilbert volunteered for military service during peacetime in the United States. What was his motivation for volunteering? 2. What does Gilbert say helped him adjust easily to the military way of life? 3. What happened that prevented Mr. Horn from going to the Philippines where he had volunteered to go?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. In what ways does Gilbert Horn, Sr.'s volunteering for military service during peacetime provide us a model for today? 2. What lessons can we learn from Gilbert Horn, Sr's willingness to volunteer for military service?
Source 2: Permanent Link 	https://www.britannica.com/dictionary/volunteer
Title of Source	The Britannica Dictionary
Suggested questions for the source	<ol style="list-style-type: none"> 1. How does this source define "volunteer"? 2. What does it mean when one "does something without being forced"? 3. What are some examples of ways people might volunteer?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. Who are volunteers you know in your community? 2. Describe a way or two that you could be a volunteer.

Source 3: Permanent Link 	https://www.youtube.com/watch?v=kj4R_kLeDeo (excerpt 0:00 - 1:20)
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. What are at least 2 reasons why Native Americans serve in the military? 2. What do you notice about the Native American veterans in this clip? 3. Where are the different tribes represented in the video located?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. Why is it important to understand why Native Americans serve in the military? 2. What do we learn about volunteers from these veterans?
Source 4: Permanent Link 	https://catalog.archives.gov/id/285894 (K-5)
Title of Source	Boarding the train to begin service in the Army
Suggested questions for the source	<ol style="list-style-type: none"> 1. What do you notice about the men in this picture? 2. When was this picture taken? 3. Why are the men boarding the train?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. How does this picture show the pride many Native Americans felt about their military service? 2. Even though many Native Americans were not citizens during World War II, why do you think they enlisted in the military?

Source 5: Permanent Link 	https://catalog.archives.gov/id/6656317 (K-5)
Title of Source	Stick Ball During an Inter-Tribal Pow Wow in Iraq
Suggested questions for the source	<ol style="list-style-type: none"> 1. When was this picture taken? 2. Why is this picture important? 3. What was the purpose of this event? 4. What do you notice about the participants in the stick ball game?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. In what ways does this picture celebrate military service for Native Americans? 2. Why is this picture important to be included in the National Archives?
Source 6: Permanent Link 	https://dod.defense.gov/Portals/1/features/2017/0917_diversity/images/11NOV_NAIHM/11NOV_NAIHM2017_American_Indian_Heritage_Month_infographic_hi_res.jpg
Title of Source	By The Numbers: American Indians or Alaska Natives (AIANs) in the Defense Department
Suggested questions for the source	<ol style="list-style-type: none"> 1. How many people working for the Defense Department identify their ethnicity as American Indian or Alaska Native (AIAN)? 2. What different tribes are represented on this infographic? 3. When was this data collected and put together?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. What does this infographic tell us about the service of American Indians/Alaska Native now? 2. Why is it important for us to understand the information we see in this infographic?

Source 7: Permanent Link  Articles	https://www.timeforkids.com/k1/ways-to-give/ (K-2) https://www.timeforkids.com/g34/meet-ronak/ (3-5)
Title of Source	Ways To Give (K-2) TFK Kid Reporters: Meet Ronak (3-5)
Suggested questions for the source	<ol style="list-style-type: none"> 1. What ways does this text say you can give back to your community? (K-2) 2. What does it mean when it says you can donate to a “cause you care about”? (K-2) 3. What is a problem in your community that you think you could help solve? (K-2) (3-5) 4. How did Fortin get to her current job with North Fulton Community Charities (NFCC)? (3-5) 5. How are volunteers an important part of the success of NFCC? (3-5)
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. How is giving back to your community also being a volunteer? 2. How can being a volunteer help you and your community?
Source 8: Permanent Link 	https://kidsthatdogood.com/
Title of Source	Kids That Do Good
Suggested questions for the source	<ol style="list-style-type: none"> 1. According to the “About” tab, who founded the Kids That Do Good organization? 2. In the “About” tab of the website, why was the Kids That Do Good organization founded? What is its purpose? 3. After exploring the “Volunteer Opportunities” tab, who are some of the causes that Kids That Do Good highlight on their website? 4. Using the “Find a Volunteer Opportunity” search feature, what opportunities for volunteering do you find in your state?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. How has Kids That Do Good made volunteering easier for school age kids? 2. How are Max and Jake similar to Gilbert Horn, Sr.? How are they different?

Works Cited

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