





## Teacher Inquiry Kit: Grades 6-12

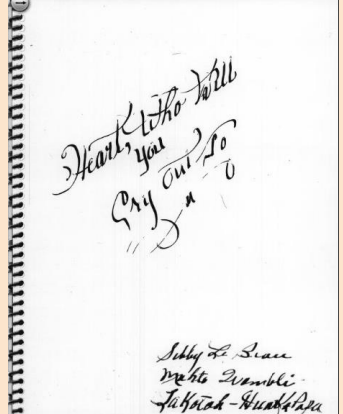
### Sibby Lebeau

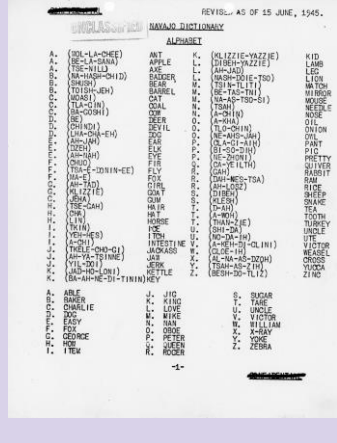
<b>Title</b>	Sibby LeBeau
<b>Author</b>	Laura Israelsen
<b>Grade Level</b>	6-12
<b>Soldier</b>	<a href="#">Sibby Lebeau</a>
<b>Tribal Affiliation</b>	Cheyenne River Sioux, Lakota
<b>Branch of Service</b>	Navy, 11th Naval Combat Demolition Unit
<b>Dates of Service</b>	1942-1946 World War II, North Africa: Pacific Theater
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>● What demonstrates Sibby's dedication to his country?</li> <li>● How did Sibby show his patriotism and what is his legacy?</li> <li>● How did Sibby LaBeau's military service contribute to the success of the Navy?</li> <li>● How did Sibby LaBeau's military service influence his life after retiring from the military?</li> <li>● What is the relationship between freedom and responsibility?</li> <li>● What turning points determined Sibby LaBeau's pathway through life?</li> </ul>
<b>Contextual Paragraph</b>	<p>Sibby Labeau (Eagle Bear) was born on an Indian reservation in the northern part of South Dakota in 1923, the middle son of 12 children. He was taken by the elders when he was very young and kept away from as much white contact as possible so he could be trained in language, dialect and traditional survival methods. He learned dancing and was tasked with passing this on to the younger children. There is no written language in his tribe and information had been handed down in this way for centuries. He was trained to be a "rememberer". When he was 12, he entered white schools because he wanted to learn English and the tribe leaders decided that it was time for him to do that. He started in first grade in the Catholic school in South Dakota and in 5 years, he finished all 9 grade levels. He then went to a government school but found it unbearable and transferred to school in Georgia.</p> <p>After school, he found himself in Lincoln, Nebraska where he signed up for the war in January of 1942 specifically with the Navy. He was wounded in the war but returned after three weeks of recuperation. He was the only person in his division to make it out alive and he wanted to return to help the war effort. He was a frogman (now SEALs) and worked underwater demolition. After four weeks of boot camp, he was assigned to Operation Torch in Africa. They were to cut cables loose across a river to gain access to the river. After</p>

	<p>that success, he was moved to San Diego where they set up an amphibious base on Coronado Island. From there, he went to the South Pacific and mourns the 140,000 lives lost over the island battles. He was part of Operation Overlord in Normandy when the U.S. invaded France. As part of the code talking training, he was trained in interrogation techniques and what to do if he was captured. He received the Purple Heart and a Presidential Commendation. After the atomic bomb was dropped and the war was over, he went to the Solomon Islands for a week and then transferred to Hawaii, San Fransisco and to their main base in San Diego. He continued to serve until June 1, 1946. There were no jobs on the reservation, so he went back to Georgia and worked on the shrimp boats.</p> <p>After military service, he worked as a drilling superintendent and production superintendent in the oil fields for 23 years. He earned a mechanical engineering degree and worked for the U.S. Navy as a civilian helping to test experimental watercraft. He married a woman who didn't want to go to San Diego, so they stayed in Wyoming. They were married for 51 years and had 5 kids before she died from Alzheimer's disease. He lost one son in the Vietnam War. He remarried and is working with the youth at the Indian Reservation to try to make the world a place where there is no hate or discontent and to associate with their white brothers.</p>
<b>C3 Standards</b>	<p>C3 Standards: <a href="https://www.socialstudies.org/standards/c3">https://www.socialstudies.org/standards/c3</a></p> <p>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and development</p>
<p><b>Primary Source 1:</b>  <a href="#">Permanent Link</a></p> 	<p><a href="https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/">https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/</a></p>


<b>Sibby Lebeau Video Interview</b>	<b>Sibby Lebeau Video Interview, Veterans History Project</b>
<b>Suggested questions for the source</b>	<ol style="list-style-type: none"> <li>1. How was he selected for the Navajo Code Talker assignment? (See video at 15:00)</li> <li>2. Sibby mentions that his brother didn't even know what he did while he was in the war. Why do you think Veterans are reluctant to discuss their service? What evidence can you find that supports this?</li> <li>3. He was assigned to be a scout, raider, ubies and a frogman. What specific duties come with those positions?</li> <li>4. Sibby only had two people that ever thanked him for his service. Is it important to recognize military service and thank soldiers? Why or why not?</li> <li>5. The Japanese surrendered after the atomic bomb was dropped. Why did Sibby think this was a good thing? (See video at 49:00) What was he doing during this time?</li> <li>6. Which medals were awarded to Sibby? What are the requirements associated with earning those medals? What did he think of them?</li> <li>7. Sibby says that he is an Indian Chief but his power to make war is gone and the only weapon he has is speech, so it is with speech and tongue that he can help the people. What does he mean by this?</li> </ol>
<b>Primary Source 2: Permanent Link</b> 	<a href="https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0001001&amp;page=1">https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0001001&amp;page=1</a>
<b>Title of Primary Source</b>	Code Talker Shares His Perspective
<b>Suggested questions for the source</b>	<ol style="list-style-type: none"> <li>1. In this interview, Mr. LaBeau said, "In the course of my lifetime, I have lived in two distinct cultures. I do not understand this culture, how they can live in so much hate and so much misunderstanding." What is he referring to here? What do you think he means by this? Use evidence from your sources to support your thinking.</li> <li>2. What do you notice about the "Cracking the Code" section? Why was this code talking so successful for battle communication?</li> <li>3. Who does the article name as his Great Grandfather? What did he do and how could he have influenced Mr. LaBeau's thinking today?</li> <li>4. What do you notice about the picture and what Mr. LaBeau is wearing?</li> </ol>

<p><b>Primary Source 3</b> <a href="#">Permanent Link</a></p> <p><b>An extra-full life</b></p> 	<p><a href="https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0002001&amp;page=1">https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0002001&amp;page=1</a></p>
<p><b>Title of Primary Source</b></p>	<p>An Extra Full Life</p>
<p><b>Suggested questions for the source (3-5)</b></p>	<ol style="list-style-type: none"> <li>1. LeBeau said, “I’m 84. I’ve been living on borrowed time for the past 40 years.” What does he mean by this statement? Has his perceived borrowed time influenced his life?</li> <li>2. What does it mean to be a “rememberer”?</li> <li>3. Describe LeBeau’s physical training. What do you notice about his character?</li> <li>4. How did LaBeau solve the problem of getting tufts from the tail of a white tail deer?</li> <li>5. What character trait does Mr. Chupco possess that you wish you had?</li> </ol>
<p><b>Primary Source 4</b> <a href="#">Permanent Link</a></p> 	<p><a href="https://www.history.navy.mil/browse-by-topic/wars-conflicts-and-operations/world-war-ii/1942/operation-torch.html">https://www.history.navy.mil/browse-by-topic/wars-conflicts-and-operations/world-war-ii/1942/operation-torch.html</a></p>
<p><b>Operation Torch</b></p>	<p>Operation Torch: Invasion of North America 8-16 November 1942</p>
<p><b>Suggested questions for the source (3-5)</b></p>	<ol style="list-style-type: none"> <li>1. Examine the images and captions from the article. What do you notice? What questions do you have?</li> <li>2. What was the primary objective of the Allied landings? What part did Sibby LaBeau play in this objective? Were they successful?</li> <li>3. On a map, find the locations of this battle. What do you notice about the geographic area?</li> <li>4. Was this an important turning point in WWII? Why or why not?</li> </ol>
<p><b>Primary Source 5</b> <a href="#">Permanent Link</a></p>	<p><a href="https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0003001&amp;page=1">https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0003001&amp;page=1</a></p>

	
<b>Heart, Who Will You Cry Out to? Memoir</b>	<b>Heart, Who Will You Cry Out to? Memoir by Sibby LaBeau</b>
<b>Suggested questions for the source (3-5)</b>	<ol style="list-style-type: none"> <li>1. Why do you think Sibby LaBeau decided to write this when his tribe worked with oral traditions? Find at least three reasons from his writing.</li> <li>2. How was a day measured by the Lakota people? The passing of a year? How does this compare to the way we mark time today?</li> <li>3. What is silence? What are the fruits of silence? Is being silent powerful? How? (Page 12)</li> <li>4. How have Native American children been trained over time? How is this the same and how is this different from your school experience? (Page 19-21)</li> <li>5. Choose a heading that is interesting to you and explain what you find there. What is the story? Why is it important? How does it help you to understand why Sibby LaBeau served in the military?</li> </ol>
<b>Primary Source 6: Permanent Link</b>	<a href="https://americanindian.si.edu/nk360/code-talkers/code-talking/">https://americanindian.si.edu/nk360/code-talkers/code-talking/</a>

	
<b>Title of Primary Source</b>	Alphabet Code from the Navajo dictionary used by Code Talkers. It is just one of seventeen pages that the Code Talkers had to memorize. Alphabet code from a Navajo dictionary, revised June 15, 1945. Reproduction courtesy of the Marine Corps History Division, Quantico, Virginia. Original from the National Archives and Records Administration.
<b>Suggested questions for the source</b>	<ol style="list-style-type: none"> <li>1. What are the Navajo code words for kid, lamb and sheep? Why do you think these words are similar?</li> <li>2. Why is it good to use codes during a war? What might happen if the code was solved by the enemy? Or what could happen if a Navajo Code Talker made an error and used the wrong word?</li> <li>3. Why is the Navajo language so difficult for English speakers to learn?</li> <li>4. List as many possible consequences of not having a Navajo Code Talkers program in WWII. Rank those from most likely/important to least likely/important.</li> <li>5. Listen to the audio of the Navajo Code. Have you ever heard any of these words in English? Or in another language? Describe how they sound to you.</li> <li>6. Describe the difference between Type One Code and Type Two Code. Which do you think would be easier to learn and use?</li> <li>7. Use the Navajo Dictionary Alphabet to make your own code to describe things at your home and at your school.</li> </ol>
<b>Primary Source 7: Permanent Link</b>	<a href="https://americanindian.si.edu/nk360/code-talkers/introduction/">https://americanindian.si.edu/nk360/code-talkers/introduction/</a>



	
<b>Title of Primary Source</b>	Code Talkers Smithsonian Online Exhibit
<b>Suggested questions for the source</b>	<ol style="list-style-type: none"> <li>1. Why were American Indians willing to serve in the military?</li> <li>2. American Indians served in the US military but were not legally considered citizens until 1924. Why?</li> <li>3. The right to vote was not granted to American Indians in some states until the 1950s. What problems could arise from this? Why did this happen? What are the implications for elections?</li> <li>4. Identify at least three things that the Code Talkers did as part of their job. Rank those from most important to least important and defend your choices.</li> <li>5. In 1971, the 26th amendment was ratified which lowered the voting age from 21 to 18 and declared that “the right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.” Sibby Labeau would not have had the right to vote before joining the Navy. Some of the arguments for the 26th amendment included the fact that men and women could join the armed forces at 18 but they couldn’t vote for the leaders who would make decisions for military action. What position would you take if you were Sibby Labeau? Can you think of a similar present day or historical situation? How was that resolved?</li> <li>6. List as many possible consequences of not having a Navajo Code Talkers program in WWII. Rank those from most likely/important to least likely/important.</li> </ol>
<b>Works Cited</b>	<p>Library of Congress. “Veterans History Project.” <i>Sibby Lebeau</i>, Library of Congress. <a href="https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/">https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/</a> . Accessed 28 08 2022.</p> <p>Library of Congress. “Veterans History Project.” <i>Sibby Lebeau Collection Home</i>, Library of Congress, 26 10 2011, <a href="https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0001001&amp;page=1">https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0001001&amp;page=1</a> . Accessed 28 08 2022.</p> <p>Library of Congress. “Veterans History Project.” <i>An Extra-Full Life</i>, Library of Congress, 26 10 2011, <a href="https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0002001&amp;page=1">https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0002001&amp;page=1</a> . Accessed 28 08 2022.</p>

Library of Congress. "Veterans History Project." *Heart, Who Will You Cry Out To?*, Sibby Lebeau, 26 10 2011, <https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0003001&page=1>. Accessed 28 08 2022.

National Museum of the American Indian. "Code Talking." *Intelligence and Bravery*, National Museum of the American Indian, <https://americanindian.si.edu/nk360/code-talkers/code-talking/>. Accessed 28 August 2022.

Naval History and Heritage Command. "Operation Torch: Invasion of North Africa." *Naval History and Heritage Command*, 10 May 2019, <https://www.history.navy.mil/browse-by-topic/wars-conflicts-and-operations/world-war-ii/1942/operation-torch.html>. Accessed 28 August 2022.