




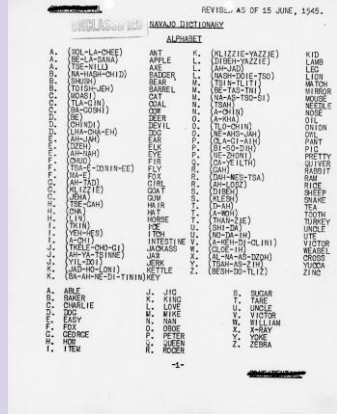
Teacher Inquiry Kit: Grades K-5


Sibby Lebeau

Title	Sibby LeBeau
Author	Laura Israelsen
Grade Level	K-5
Soldier	Sibby Lebeau
Tribal Affiliation	Cheyenne River Sioux, Lakota
Branch of Service	Navy, 11th Naval Combat Demolition Unit
Dates of Service	1942-1946 World War II, North Africa: Pacific Theater
Essential Question	<p>What is significant about this veteran's service to their country?</p> <ul style="list-style-type: none"> ● What demonstrates Sibby's dedication to his country? ● How did Sibby show his patriotism? ● What turning points determined Sibby LaBeau's pathway through life?
Contextual Paragraph	<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. 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</p>

	<p>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 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>
<p>C3 Standards</p>	<p>C3 Standards: https://www.socialstudies.org/standards/c3 D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection D2.His.14.3-5. Explain probable causes and effects of events and development</p>
<p>Primary Source 1: <u>Permanent Link</u></p> 	<p>https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/</p>

Sibby Lebeau Video Interview	Sibby Lebeau Video Interview, Veterans History Project
Suggested questions for the source	<ol style="list-style-type: none"> 1. How was he selected for the Navajo Code Talker assignment? (See video at 15:00) 2. He was assigned to be a scout, raider, ubies and a frogman. What specific duties come with those positions? 3. 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? 4. Which medals were awarded to Sibby? What are the requirements associated with earning those medals? What did he think of them? 5. 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?
Primary Source 2: Permanent Link 	https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0001001&page=1
Title of Primary Source	Code Talker Shares His Perspective
Suggested questions for the source	<ol style="list-style-type: none"> 1. What do you notice about the “Cracking the Code” section? Why was this code talking so successful for battle communication? 2. Who does the article name as his Great Grandfather? What did he do and how could he have influenced Mr. LaBeau’s thinking today? 3. What do you notice about the picture and what Mr. LaBeau is wearing?
Primary Source 3 Permanent Link	https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0002001&page=1

	
<p>Title of Primary Source</p>	<p>An Extra Full Life</p>
<p>Suggested questions for the source (3-5)</p>	<ol style="list-style-type: none">1. What does it mean to be a “rememberer”?2. Describe LeBeau’s physical training. What do you notice about his character?3. How did LaBeau solve the problem of getting tufts from the tail of a white tail deer?4. If you could be like Mr. LeBeau, what part of his personality would you choose?
<p>Primary Source 4: Permanent Link</p> 	<p>https://americanindian.si.edu/nk360/code-talkers/code-talking/</p>
<p>Title of Primary Source</p>	<p>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.</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none">1. What are the Navajo code words for kid, lamb and sheep? Why do you think these words are similar?

	<ol style="list-style-type: none"> 2. Why is it good to use codes during a war? What might happen if the code was solved by the enemy? 3. What could happen if a Navajo Code Talker made an error and used the wrong word? 4. 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. 5. Use the Navajo Dictionary Alphabet to make your own code to describe things at your home and at your school.
Primary Source 5: Permanent Link 	https://americanindian.si.edu/nk360/code-talkers/introduction/
Title of Primary Source	Code Talkers Smithsonian Online Exhibit
Suggested questions for the source	<ol style="list-style-type: none"> 1. Identify at least three things that the Code Talkers did as part of their job. 2. When you scroll through the pictures, what do you notice? What do you have in common with the images? 3. What is the Navajo word for Eagle? What military vehicle did they assign that word to as part of the code? 4. Why are they called 20th Century Warriors? 5. Click on one of the Code Talkers in the Meet the Code Talkers section. Name one thing that surprised you.
Works Cited	Library of Congress. "Veterans History Project." <i>Sibby Lebeau</i> , Library of Congress. https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/ . Accessed 28 08 2022.

Library of Congress. "Veterans History Project." *Sibby Lebeau Collection Home*, Library of Congress, 26 10 2011, <https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0001001&page=1>. Accessed 28 08 2022.

Library of Congress. "Veterans History Project." *An Extra-Full Life*, Library of Congress, 26 10 2011, <https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.16236/zoomturner?ID=pm0002001&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.