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HVL LESSON TITLE:

# DESCRIBING A VETERAN

DEVELOPED BY: ERIN COGGINS

## DESCRIBING A VETERAN

GUIDING QUESTION:

Who exactly is a veteran?

### OVERVIEW:

Students will watch a video of Duane Hoffman describing his time as a photographer during the Korean War and discuss the definition of a veteran.



SUBJECT(S):  
All



WWII VETERAN(S):  
Duane Hoffman



DURATION:  
45 min.

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**“So every plane that came in had pictures a 35 mm camera on the tail-hook. And if you were coming in with a fully loaded, I mean armed with rockets and everything, you had to make sure that you kept both eyes open.”**

**Veteran Duane Hoffman**

## OVERVIEW:

Students will watch a video of Duane Hoffman describing his time as a photographer during the Korean War and discuss the definition of a veteran.

## HISTORICAL CONTEXT:

Numerous enlisted servicemen served as photographers on aircraft carriers during the Korean War. The duties of these photographers were to capture video or pictures of deck accidents, deck routines, such as planes landing and taking off and of aerial battles. Because everywhere on a flight deck lurks danger, photographers risked their lives on a daily basis.

## OBJECTIVES:

At the conclusion of this lesson, students will be able to

- Utilize primary sources to answer the question: Who is considered a veteran?

## STANDARDS:

### CCSS.ELA-Literacy 6-8.7

Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**AL: 11.** Areas of conflict during the Cold War: 1945-1960, including Korea

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## MATERIALS & DOCUMENTS

[Duane Hoffman Video](#)

Doc A: Who's a Veteran Graphic Organizer

Copies of [“Over the Side: A Life on the Edge of an Aircraft Carrier”](#)

Computers with Internet Access

## PROCEDURES

### ACTIVITY 01

- Ask students to define who is a veteran?
- Show the [Duane Hoffman HVL video](#). Instruct students to complete the graphic organizer titled: Who Is a Veteran? (Doc. A)
- Ask students the following: Why did Mr. Hoffman feel he should not be considered a veteran? What changed his mind?

### ACTIVITY 02

- Handout copies of [“Over the Side: A life on the Edge of an Aircraft Carrier.”](#) This may also be accessed online. As students read, they should complete the correct section on the Graphic Organizer: Who is a Veteran? (Doc A)
- Discuss the comments students made on the Graphic Organizer (Doc A) as a class. Ask: Do the scenes described in this article match those Mr. Hoffman makes in the video? How?

### ACTIVITY 03

Tell students that they will be writing a letter to veterans to follow Mr. Hoffman's lead of “Honor to Honor.” These letters will be delivered to non-combat veterans. Ask: How will you honor these veterans?

**NOTE:** Letters can be mailed to: [Operation Gratitude](#) or [Soldiers' Angels](#) or any local veteran organization in the school's community.

## METHODS FOR EXTENSION

Students can research other enlisted positions that served on aircraft carriers during wars but who did not see combat, including cooks, doctors, etc. After the research is conducted, students can design a poster detailing the duties of these enlisted men and the danger they were exposed to while serving on the aircraft carrier.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## DESCRIBING A VETERAN

### GRAPHIC ORGANIZER

DOC A



## WHO IS A VETERAN?

Mr. Hoffman's Duties

How does Mr. Hoffman define a veteran?

VETERAN

The Author's Duties

The Author's Duties

# DESCRIBING A VETERAN

## GRAPHIC ORGANIZER

DOC A



## WHO IS A VETERAN?

Your Definition of a Veteran