A person in a military uniform, seen from the side and back, wearing a camouflage beret and jacket, stands in a snowy, overcast landscape. In the background, the Mount Rushmore National Memorial is visible, partially obscured by the mist and snow. The scene is captured in a cinematic style with muted colors and soft lighting.

The Landscape of History

FORT WORTH ISD JROTC

Honors U.S. Military History

2017 SOUTH DAKOTA STAFF RIDE

FOREWORD

I continually charge cadets to shape the future into what it should be based on their learning from the past.

I believe studying history is identifying the future! History is not static. Emergent realities abound. Historians are constantly challenged to highlight and to depict the past and to provide interpretations. Moreover, it is important for us in our mission, "To Motivate Young People to be Better Citizens," to ensure cadets are cognizant of the changes that have happened.

In addition to the classroom and the textbook, a crucial part of the methodology for perceiving and understanding the interpretations, the myriad changes, and the emergent realities of history is the **Educational Staff Ride**. Viewed through the prism of social, political, economic, and intellectual filters, these rides look systematically at changes in society, changes in demographics, changes in meaning, changes in science-technology, and changes in engineering-math. These rides are partnerships with **Kutztown University** and the **National Park Service (NPS)**. This allows cadets to research, explore, and engage in experiential learning, and chart a path toward their future.

In this edition, our 6th Educational Staff Ride, I cordially invite you to turn the pages and travel along with the cadets. Marvel at majestic Mount Rushmore, respect the imposing Crazy Horse Monument, admire the strikingly stark beauty of the Badlands National Park, and respect the thought-provoking Minuteman Missile National Historic Site.

Read the excerpts and comments from both high school and college students, JROTC instructors, professors, and Park Rangers, while taking in the natural beauty of the Great Plains, from Colorado to Wyoming to the Black Hills of South Dakota.

LTC RICHARD CROSSLEY JR. (RET.)

Director of FWISD JROTC







MINUTEMAN II
MISSILE PROCEDURES TRAINER
(LAUNCH CONTROL CENTER SIMULATOR)



INTRODUCTION *A WALK DOWN HISTORY LANE*

Silos. Bunkers. Missiles. Minutemen. Red Phones. Buttons. Pastures. Underground. Duty. B-52s. Air Force. U.S. Military. Russia. United States. High Stakes. Communication. Technological Advancements. Women. Men. Cows. Farms. Land. Cots. 24-Hour Shifts. Silence. The Cold War.

The Cold War was a part of U.S. History that helped shape foreign policy. It was an ominous part of our military that carried quiet demise, and an expensive war that was **never really** fought. Select Honors U.S. Military History students from various FWISD JROTC programs experienced firsthand knowledge, after-the-fact knowledge, knowledge about what was, as well as knowledge about what could be, during the era when the U.S. fought the military arsenal build-up war with Russia. Watching **history** come alive in the lives of our future movers and shakers was exciting, stimulating, and rewarding. Cold War history, together with Mount Rushmore, The Badlands National Park, and the Crazy Horse Memorial, allowed our young scholars' eyes to be opened to the world around them, their ears to be attentive to the voices that speak - past, present, and future - and their minds to be enriched with knowledge that will propel their destiny.

As a chaperone experiencing this trip first-hand, I am reminded of the precious jewel we have in our JROTC program, as well as the countless hours of sacrifice our veterans still make to the enhancements of our nation. **Thank you** Major Padilla for always giving me an opportunity to be a part of your program. **Thank you** LTC Crossley for letting this chaperone catch a glimpse of the glory your program promulgates. And **thank you** to the retired army leaders who put the classroom in action for our students.

MONITA SHARPE

English teacher at North Side High School





TRAVEL

In the quiet, lonely, early hours of the morning, I grabbed my suitcase and bag and left for the district office. Light after light passed sparingly through the dark drive. My earphones were in to calm my nerves. I wasn't anxious so much as I was curious. Curious as to what I would see, what I would learn, what I would say, who I would meet. As I got to the office and settled in, it still hadn't fully resonated with me that I was going out of state. I love to travel and I had never been to South Dakota, yet my mind was leveled and blank.

The atmosphere of the room was what I expected. Everyone was scattered in cliques. No one really dared to feel different except a select few who took the initiative to make friends. The awkward air around all of us eventually dispersed as we boarded the bus and left for the airport.

Before I knew it, we had gotten our tickets, cleared security, waited around, and boarded the plane. By this time, the sun had greeted our part of the world and the senses of early dawn still lingered outside the plane window. A short flight landed us at the Denver airport and we boarded our ride for the next seven hours, where we watched miles and miles of scenery gradually build up to layer after layer of earth as we approached Rapid City, South Dakota.

HANNAH PINKSTON

South Hills High School

Early Sunday morning, around 0230 hours, I arrived at the FWISD JROTC building for our trip and assured my parents that I would talk to them at least once a day. I grabbed my duffel bag and waited for about two hours until we boarded a bus to take us to Dallas Love Field Airport. From there, we waited until 0705, when we boarded the plane and took off for Denver, Colorado.

BLAKE CAMPBELL

Eastern Hills High School

I was very excited to be selected for this trip because it was the first time I have been in a different state and my first time on an airplane. I was excited to get the window aisle, but during takeoff I soon realized I may not like plane rides all that much. Nevertheless, I enjoyed these first experiences and I loved the view from the air!

GLORIANNA ORTIZ

North Side High School







Our flight to Denver was a couple of hours long and I prepared for my body to adjust to the 60-minute time difference. But the most extreme part of traveling for me was the six or seven hour transport ride to South Dakota! We picked up the understudies and their teacher on the way. The ride was quiet except for the wheezes of the cadets. When I woke up, we were in Rapid City and remained there for the week.

CHRISTOPHER ERVIN

Southwest High School

While riding the bus afterward, I was delighted to see and take pictures of the mountains for the first time!

RAJEN MAGAR

Amon Carter-Riverside High School

MINUTEMAN MISSILE NATIONAL HISTORIC SITE

On our second day, Monday, we began by driving about an hour to the Minuteman Missile National Historic Site. As we watched a short movie, listened to the park ranger, and toured the museum, I could imagine myself as a person living in South Dakota at that time. I don't think many of the local people knew how close they were to a weapon that could cause so much destruction, and that it was in the very field where the farmers once grew their crops.

MARIANA VAZQUEZ ESPARZA

North Side High School

South Dakota was selected as a missile site because of their small population and proximity to target Russia. South Dakota did not have any big cities and during that time, not much was there, so it would be easy to hide the missile silos in that part of the country.

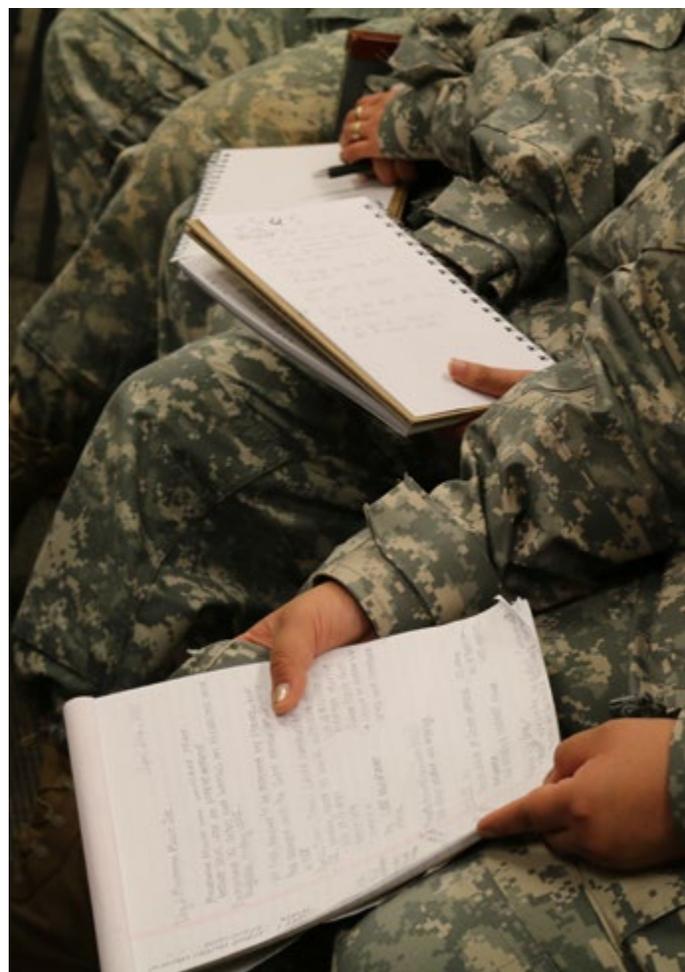
GLORIANNA ORTIZ

North Side High School

After watching an educational video, we were able to talk to one of the airmen who had been interviewed in it. This was an uncommon experience, since most topics we learn about in class were so long ago and the people involved have already passed. The Cold War was an exciting topic to me because I can talk to people who were there in Berlin, or who had to sit at the missile sites.

TEPANGA HANCOCK

Southwest High School









Later in the day, we visited the Delta-01 facility, where I learned about the extremely cautious job of the missilers: being on guard for their entire shift, not being able to sleep for many hours, and having a job that allowed for no mistakes – or the results would have been fatal.

MARIANA VAZQUEZ ESPARZA

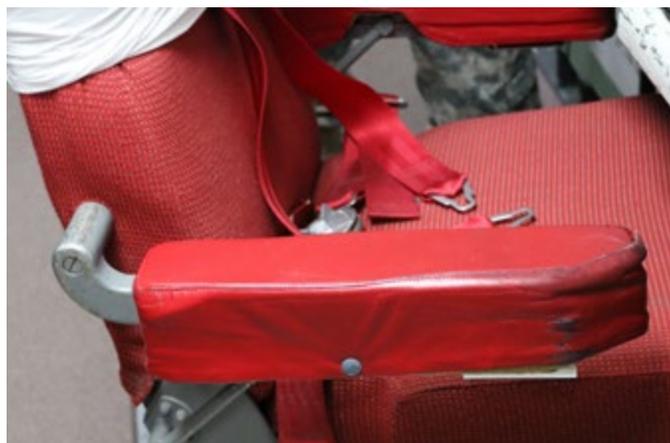
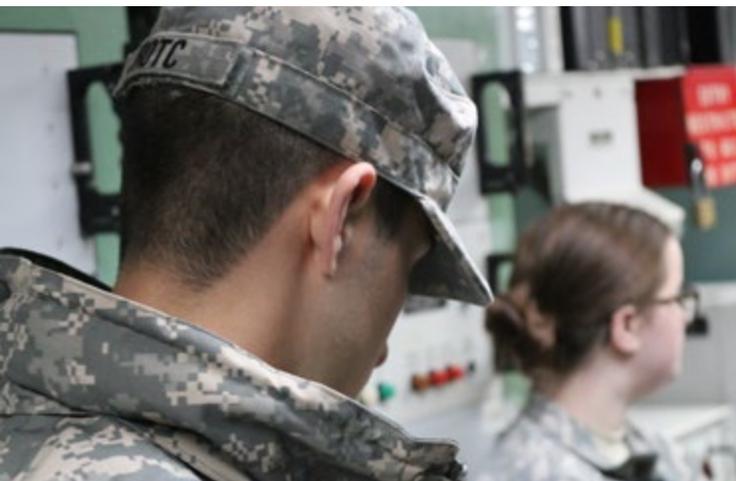
North Side High School

To get underground we had to squeeze into this tiny elevator and begin our descent of thirty feet. Stepping off the elevator, I felt a sense of surrealism because this was an actual launch center. It wasn't a model in a museum; it was the real deal, from a time when everyone in America was tense and so afraid that the Soviets would send nuclear weapons.

The door was a giant piece of concrete that the airmen had to seal in order to lock themselves in the tiny room for a day at a time. The room had a toilet with a curtain for privacy, a bed in case one needed to rest, and two red chairs attached to a rail so that they could still move around and do what they needed to do in case of an emergency. They each had a code book and, most importantly, separate keys that had to be turned simultaneously in order to ignite the ballistic missiles.

TEPANGA HANCOCK

Southwest High School



Minuteman missiles were significant because they took only minutes to be ready for launch, as opposed to the previous Atlas and Titan missiles, which took hours. This is of course how they got their name, as well as from the patriots during the American Revolutionary War, who were ready to fight on a minute's notice. Minuteman missiles were also smaller than their predecessors. They were not as big and bulky, but could pack a punch more devastating than the bombs dropped on Hiroshima and Nagasaki.

HAYDEN RICHARDS

Arlington Heights High School

One interesting lesson we learned was about how close we came to a nuclear war. We learned about a Soviet Lieutenant Colonel who was responsible for responding to any threats from the US. The equipment he was supposed to trust gave him warnings of an incoming missile attack by the US, but instead of trusting the equipment, he trusted his gut instinct and human decency and chose not to respond. Even though it was a false alarm, he was fired for not using proper protocol, but I think he used good judgment and prevented a nuclear war.

GLORIANNA ORTIZ

North Side High School

The missile looked as tall as a building and you can just imagine the destructive power it holds. The point of these missiles was to counter-strike the Soviet Union in case we were ever attacked during the Cold War. In the end, both the Soviet Union and the US decided that peace was the only solution and most of the Minuteman missiles have been decommissioned. But as of today, about 400 missiles remain in silos located around the great plains, ready to be launched.

CHRISTIAN RUIZ

South Hills High School

It's one thing to see pictures of the missiles and launch areas, but to actually experience it in person is both scary and exciting – scary because it is a massive object capable of destroying the earth, and exciting because I enjoyed learning the procedures of launching a nuclear weapon.

OMAR JAIMES

Paschal High School







Nuclear technology will only become more and more powerful as the world progresses, which requires stewardship as well as moral responsibility in order to protect the planet. Convincing citizens of the dangers and environmental impacts of nuclear weaponry isn't nearly as difficult as convincing those in government, especially in the midst of conflicts. The challenges faced by the United States and the Soviet Union during the Cold War are not far removed from our own challenges today; volatile situations constantly appear and only with knowledge can chaotic events continue to be prevented. After this trip, I believe that my chosen career path can offer me the opportunity to promote nuclear peace while fulfilling my duties.

FRANK PATRICK

Paschal High School



SOMEDAY, AN ULTIMATE CLASS OF WARRIORS WILL EVOLVE, TOO STRONG TO BE CONTESTED. THEY WILL WIN BATTLES WITHOUT HAVING TO FIGHT, SO THAT AT LAST, THE DAY MAY BE WON WITHOUT SHEDDING A SINGLE DROP OF BLOOD.

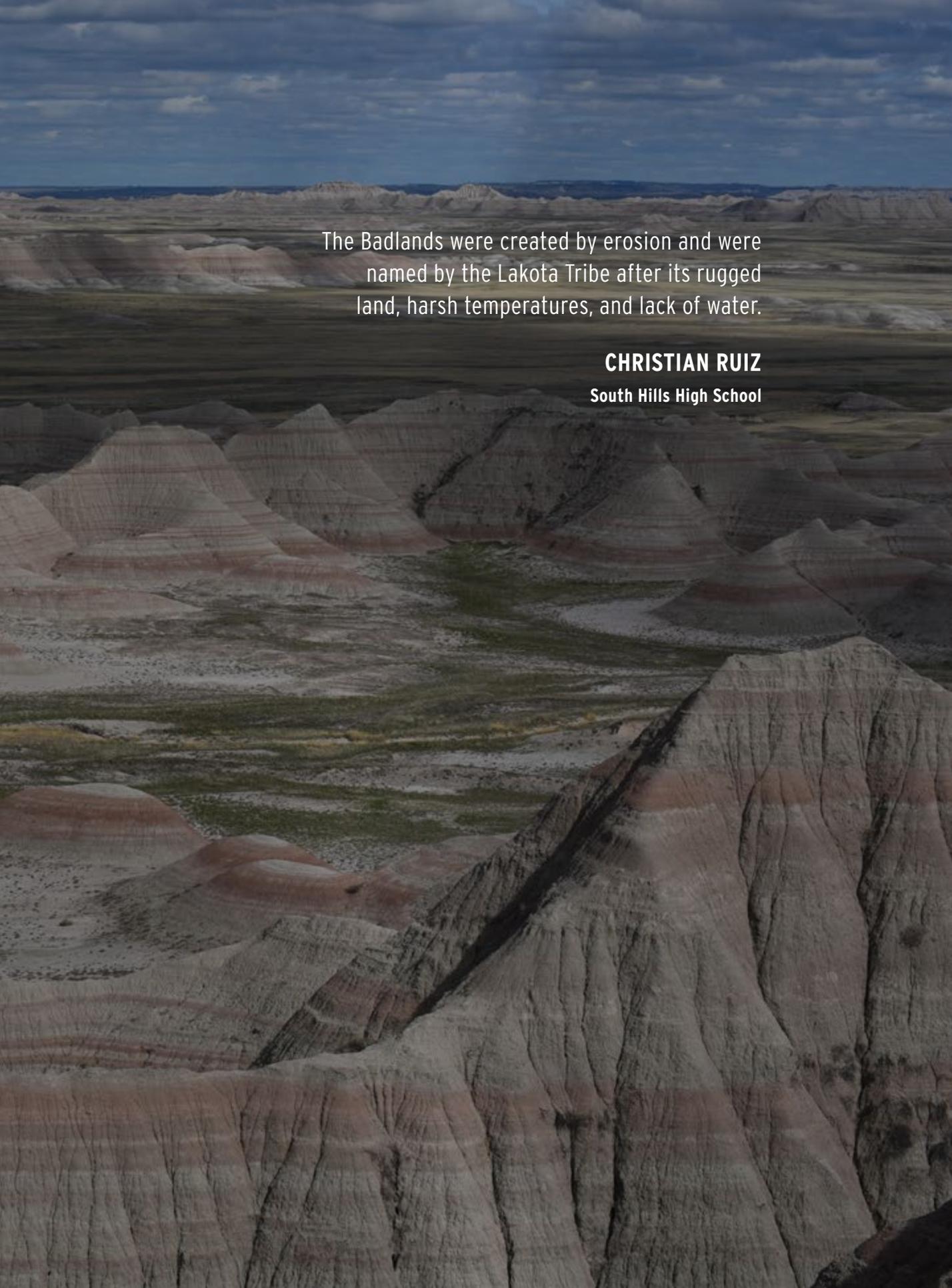
—adapted from Sun Tzu, *The Art of War*

BADLANDS NATIONAL PARK



Seeing those hills with faded yellows, pinks, and reds reminded me of the sunset and, even though I was in a different state, it felt like home.

TALIA SANCHEZ
Southwest High School



The Badlands were created by erosion and were named by the Lakota Tribe after its rugged land, harsh temperatures, and lack of water.

CHRISTIAN RUIZ
South Hills High School











SOUTH DAKOTA AIR AND SPACE MUSEUM

Our visit to the Air and Space Museum, located next to Ellsworth Air Force Base, only confirmed my love of engineering and technology. Seeing all the types of aviation innovated in a short period of time gives me hope that one day I will also be able to innovate the technology that will guide us to the future – **technology that will be able to solve conflict without conflict.**

DANIEL GUTIERREZ

Paschal High School

Ellsworth Air Force Base is one of only two air force bases that still have active B-1 bombers. I was excited to see one firsthand because I remember my dad telling me about them when I was a kid.

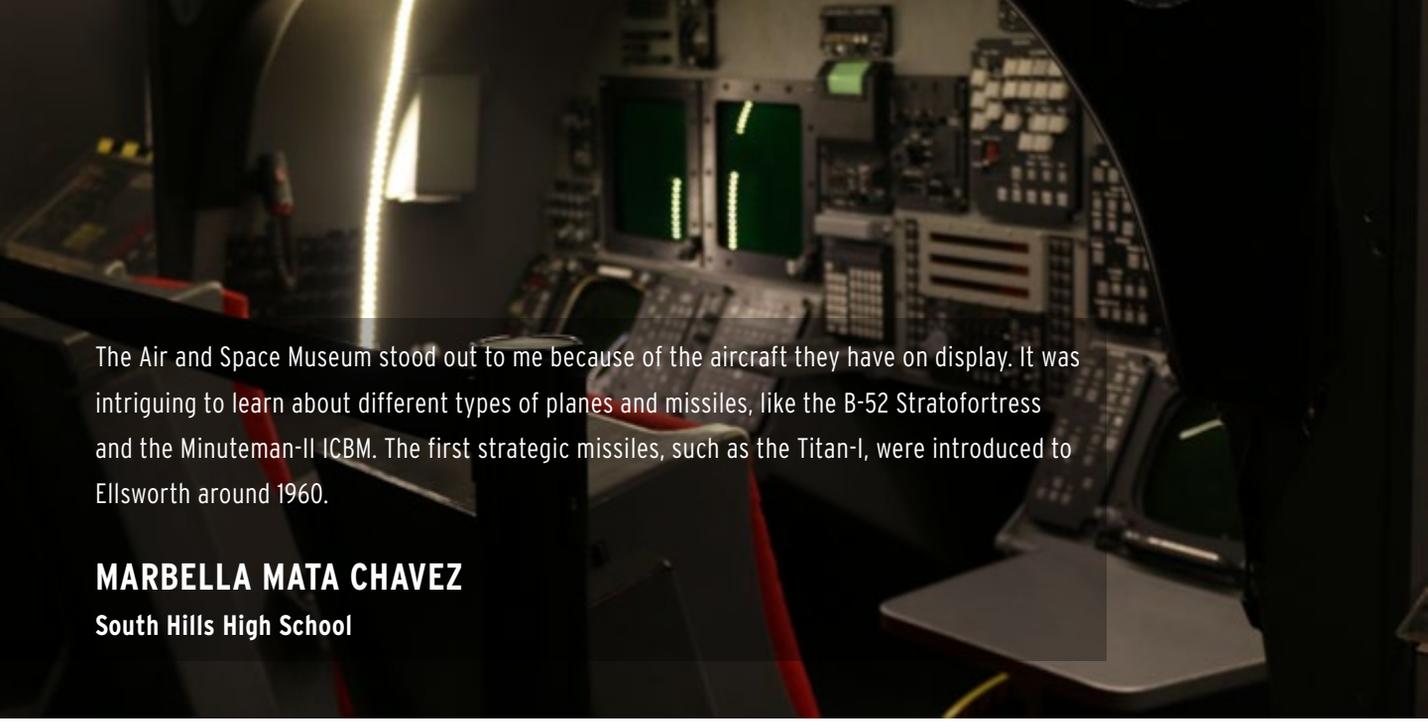
HAYDEN RICHARDS

Arlington Heights High School



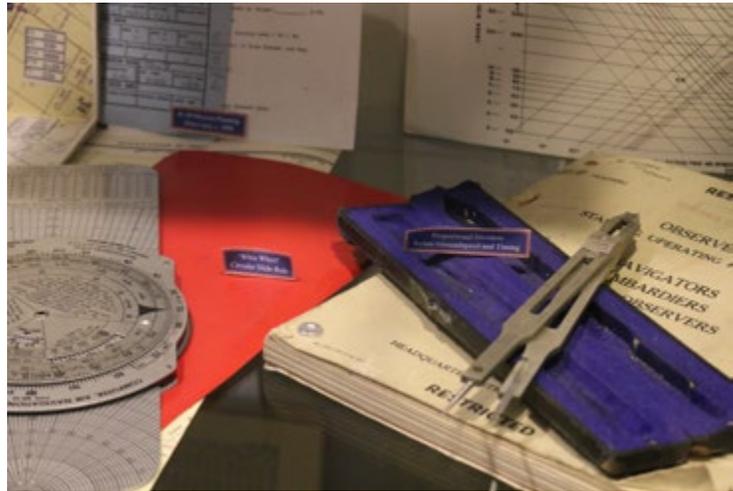






The Air and Space Museum stood out to me because of the aircraft they have on display. It was intriguing to learn about different types of planes and missiles, like the B-52 Stratofortress and the Minuteman-II ICBM. The first strategic missiles, such as the Titan-I, were introduced to Ellsworth around 1960.

MARBELLA MATA CHAVEZ
South Hills High School





MOUNT RUSHMORE

We woke up early morning Wednesday, our third day of the trip. It was very cold because it snowed the day prior, but we were prepared and dressed for the weather with our uniforms and gortex jackets.

ANA GOMEZ
North Side High School





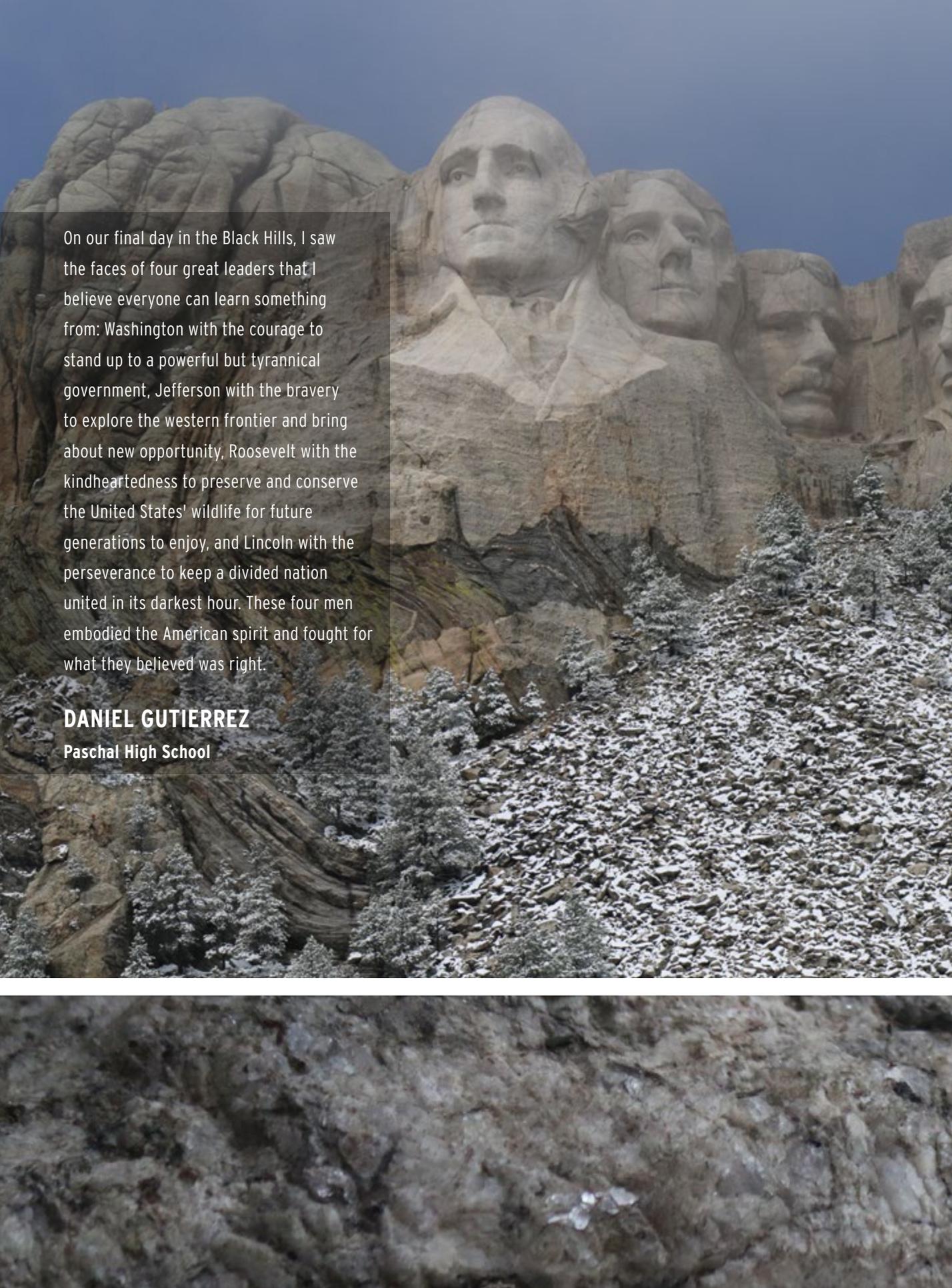
April 26, 2017

Weather

	Today	Tomorrow
High	44	42
Low	30	28
	partly sunny	mostly cloudy

Unmanned
Launching
remote control
Natio
in EPA's 10th District
For
DC
C
OT



A photograph of the Mount Rushmore National Memorial in winter. The four large granite faces of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln are visible against a clear blue sky. The surrounding landscape is covered in snow, with evergreen trees and rocky terrain in the foreground. A semi-transparent text box is overlaid on the left side of the image.

On our final day in the Black Hills, I saw the faces of four great leaders that I believe everyone can learn something from: Washington with the courage to stand up to a powerful but tyrannical government, Jefferson with the bravery to explore the western frontier and bring about new opportunity, Roosevelt with the kindheartedness to preserve and conserve the United States' wildlife for future generations to enjoy, and Lincoln with the perseverance to keep a divided nation united in its darkest hour. These four men embodied the American spirit and fought for what they believed was right.

DANIEL GUTIERREZ

Paschal High School





The most memorable part of this week for me was visiting Mount Rushmore. The work that went into this mountain carving is incredible! The workers used dynamite to remove large pieces of rock, then would drill holes a few inches deep to make the rock more vulnerable to breaking down so it could be carved into.

LINDA CUELLAR
Southwest High School



CRAZY HORSE MEMORIAL

Crazy Horse was a Native American born to the Teton Sioux tribe on Rapid Creek. He was a full-fledged warrior by the time he was in his mid-teens and was well known by the Lakota people to ride into battle with a single eagle feather in his hair. In 1876, Crazy Horse led a band of Lakota warriors against Custer's Seventh U.S. Cavalry battalion. Crazy Horse's involvement was key in stopping reinforcements from arriving, which altered the outcome of the Battle at Little Big Horn.

MARBELLA MATA CHAVEZ

South Hills High School

The sculptor of Crazy Horse Memorial had first worked on Mount Rushmore and felt that Native American heroes should be on display as well. His design is currently only a head, but when completed will include an arm, horse, upper body, and a feather. The head is almost twenty feet taller than George Washington's head on Mount Rushmore.

HAYDEN RICHARDS

Arlington Heights High School

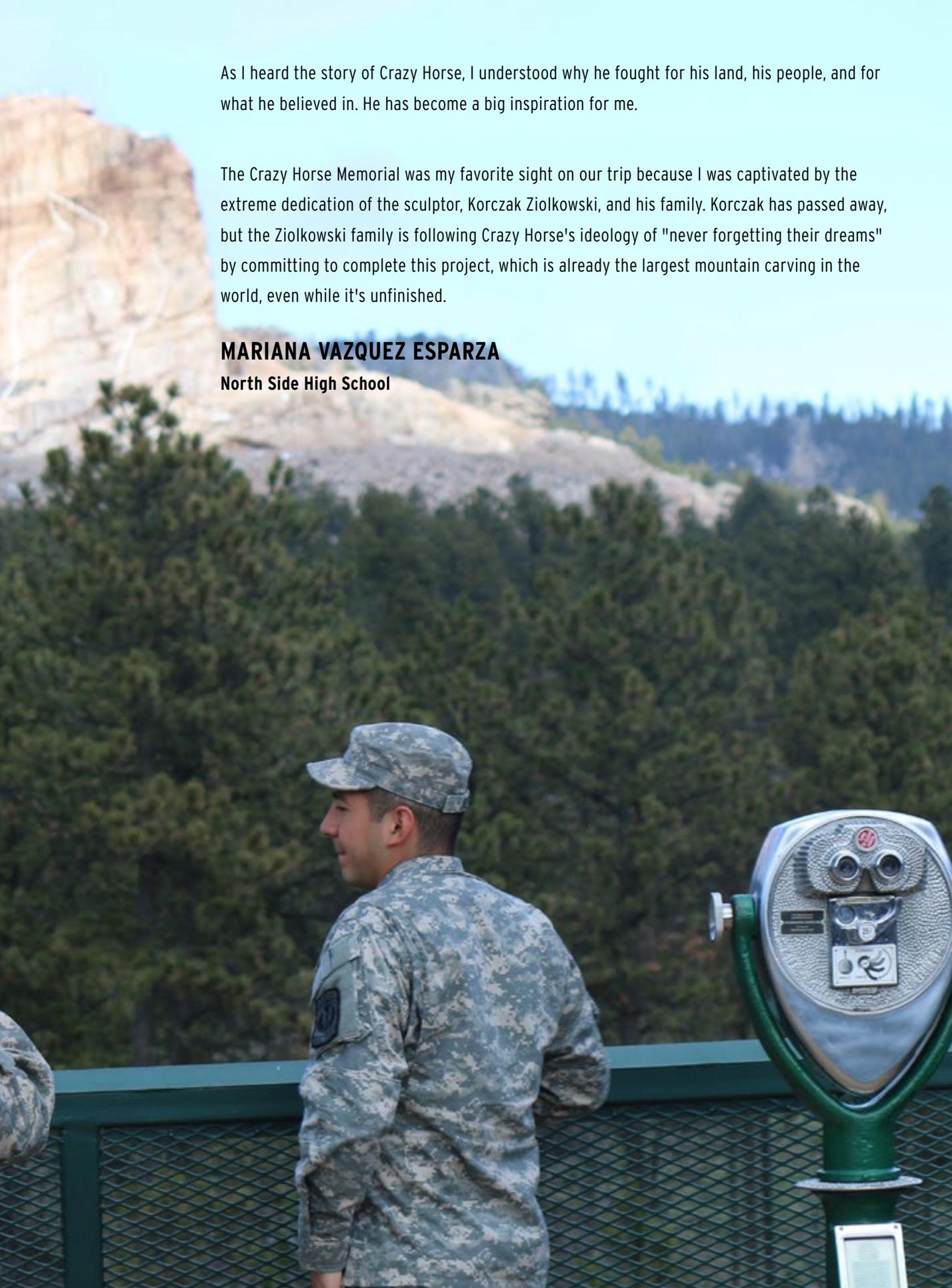


As I heard the story of Crazy Horse, I understood why he fought for his land, his people, and for what he believed in. He has become a big inspiration for me.

The Crazy Horse Memorial was my favorite sight on our trip because I was captivated by the extreme dedication of the sculptor, Korczak Ziolkowski, and his family. Korczak has passed away, but the Ziolkowski family is following Crazy Horse's ideology of "never forgetting their dreams" by committing to complete this project, which is already the largest mountain carving in the world, even while it's unfinished.

MARIANA VAZQUEZ ESPARZA

North Side High School







My lands are where my dead lie buried.

CRAZY HORSE



I firmly believe it is important for us to continue to preserve each others' cultures so we can appreciate our past and continue to strive to understand each other.

ANA GOMEZ

North Side High School

The stories of the Black Hills are hidden between the crevices of the rolling hills and plains of South Dakota. They hold both the most closely kept secrets of the 20th century, as well as the painful memories of a forgotten people. Treaty after treaty with the Sioux was broken as capitalism and the American Colossus finally swept over.

DANIEL GUTIERREZ

Paschal High School





Hokahey!

**CRAZY HORSE'S
BATTLE CRY**







CLASSROOM INSTRUCTION

The second night, every high school presented a brief about a certain part of the Cold War. These briefings helped me to make sense of the whole period from beginning to end. I was extremely nervous before and during my presentation, but I tried my best not to show it. I enjoyed the briefings because not only did I gain knowledge, but giving a presentation in itself gave me confidence in myself, which I know will benefit me in the future. There will be many situations in my life, especially in work or school, where I will be forced to perform while uncomfortable and these experiences will help me to grow as a person.

ALEXANDRA RAMIREZ

North Side High School

At the Air and Space Museum, I got to see one of the actual planes that flew during the Berlin Airlift. It really caught my attention and was a surreal experience because the presentation that I prepared was about the candy bombers.

TEPANGA HANCOCK

Southwest high School

I was pretty nervous to present my briefing, but afterwards my peers told me that we had the best presentation that night and that we should be proud. It made me feel really good about having to speak in front of everybody.

JOHN MARTINEZ

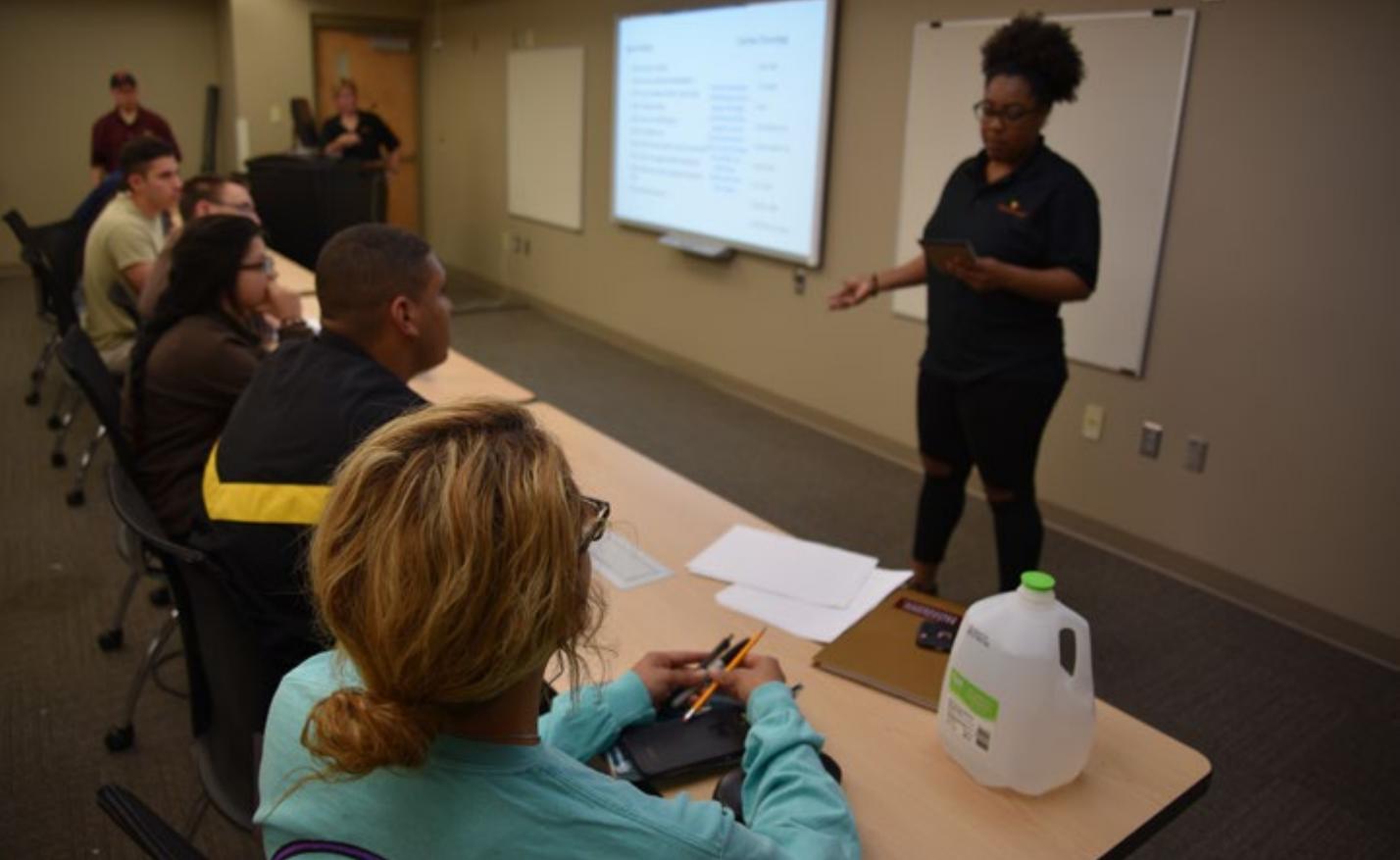
Southwest high School

The thing I was scared of the most on our trip was the cadet staff briefings on the Cold War because it was a new experience for me. I'm not good at talking in front of people, but I knew that I had been working on this project for over two weeks and that the only thing I was lacking in that moment was confidence.

BRENDA REYNOSO ALVARADO

Amon Carter-Riverside High School



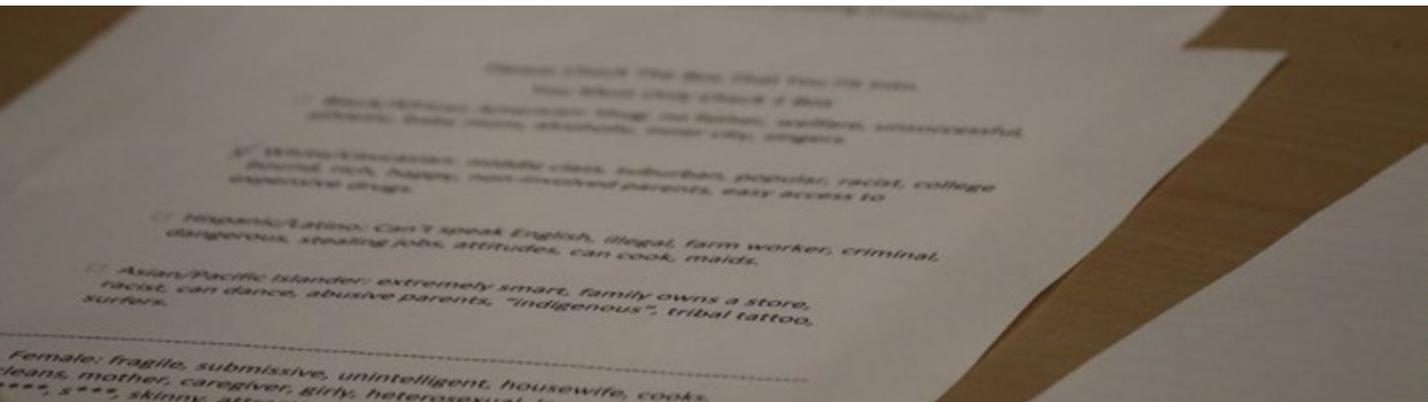


On the fourth night, the Kutztown University students separated us into three groups with different activities and interactions for each one. We only had about 15 minutes with each group, but it felt short because we were having so much fun!

I had not realized before this activity that women were not allowed into the military until the Cold War, but even then were still treated like second-class citizens and could not do anything involved with combat. We also learned about ethnic stereotypes. For some reason, reading about them hurt and irritated me and I could see how much we let stereotypes control our lives.

GLORIANNA ORTIZ

North Side High School





NATIONAL PARK SERVICE RANGERS

The park ranger that led us through the Minuteman Missile museum and later through the launch facility epitomized the very purpose of a park ranger. It was his passion that allowed me to not only learn about the missile sites, but also to understand the stories of the men and women who were in charge of the weapons that could destroy the world.

DANIEL GUTIERREZ

Paschal High School

I was completely overwhelmed with the amount of knowledge our ranger, Joseph Brehm, presented us with each day. Joseph was was so incredibly eloquent and thoughtful. He quite literally had a twinkle in his eyes when he spoke about his work. It was inspiring to see that there are people out there with a true passion and curiosity for life. I feel like that's something in myself that I've let fade away because of the prosaic necessities of life, so it was good to feel that spark again.

HANNAH PINKSTON

South Hills High School





NEW FRIENDSHIPS

I got closer to many more people than I thought I would on this trip. I was more open to talking in the classroom than I normally am back at school. I felt as if I wasn't being judged on my thoughts and that nothing I said would be considered wrong. This trip has taught me a lot and I have been able to cut through my shyness to be comfortable and open with new people.

TALIA SANCHEZ

Southwest High School

My favorite part of the trip was meeting new people, specifically the students from Kutztown University. Samantha, Caroline, Maya, and Chanelle are new friends of mine who I had so much fun with, especially at Mount Rushmore. We really clicked and I loved how comfortable we all got to be with each other!

KAREN AVELAR

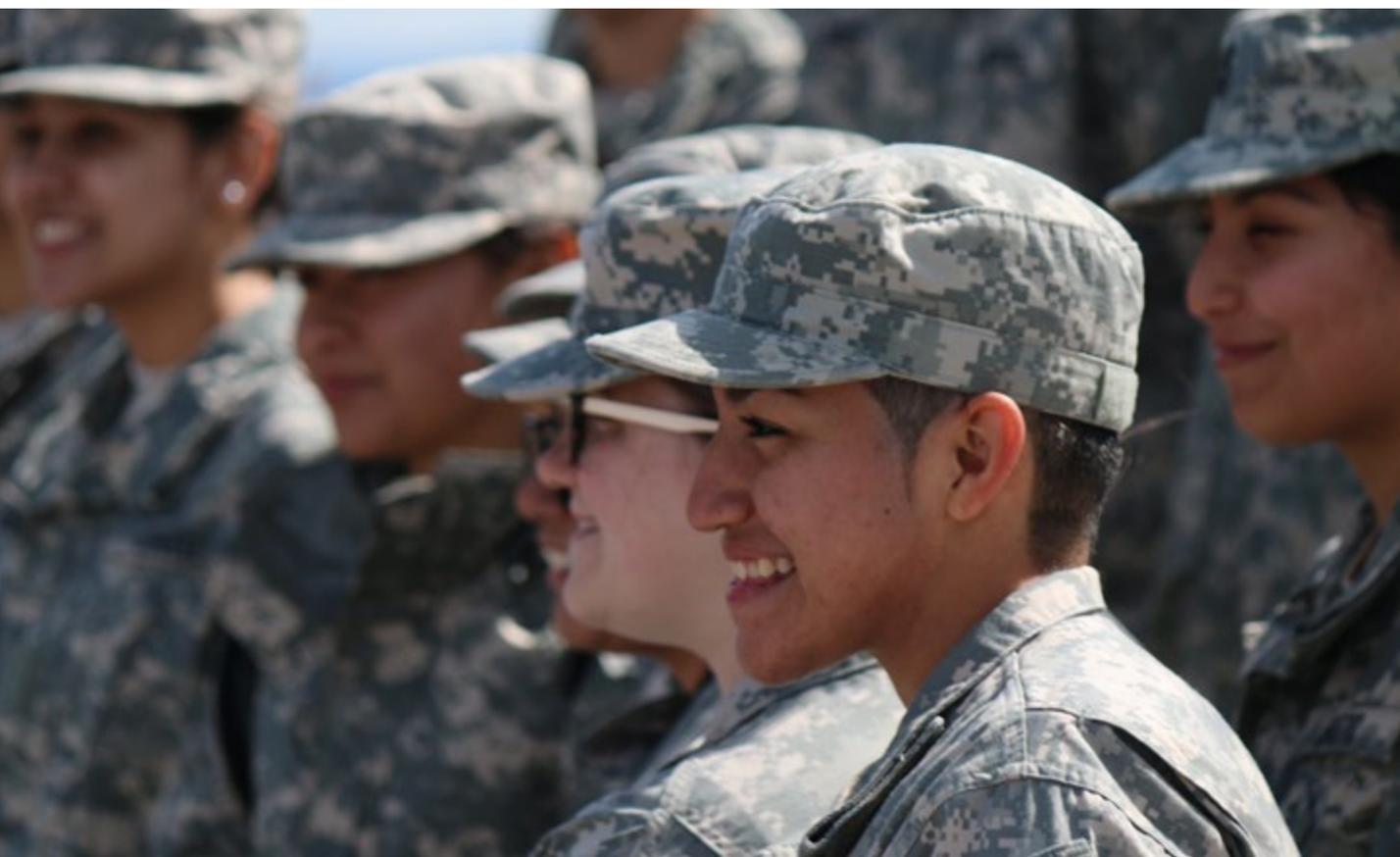
Paschal High School

One evening back at the barracks, my classmate and I went to the gym to relax and work off the past few days, when a few other cadets joined us and we all started chatting about our experiences. We laughed, some of us cried (literally!), we shared, and we grew closer. We bonded over not just our time on this trip, but also that we are mostly all seniors. I even grew to know the incoming corps staff on a personal level. I made friends.

HANNAH PINKSTON

South Hills High School





HONORS U.S. MILITARY HISTORY

This is my second year in JROTC and I decided to join military history during my second semester. I was hoping to learn more about history, but I did not expect to actually see it firsthand and to walk the areas that played a pivotal role during the Cold War era.

I was chosen above my peers for this trip because of my outstanding scores during my military history quizzes and presentations. We were fortunate to have everything paid for: the plane tickets, the bus ride, the food and lodging, and even new uniforms and a fleece jacket.

ANA GOMEZ

North Side High School

This Staff Ride was more than just a free trip. I met some amazing people. I did things I am not normally comfortable doing. I saw things I wouldn't have seen otherwise.

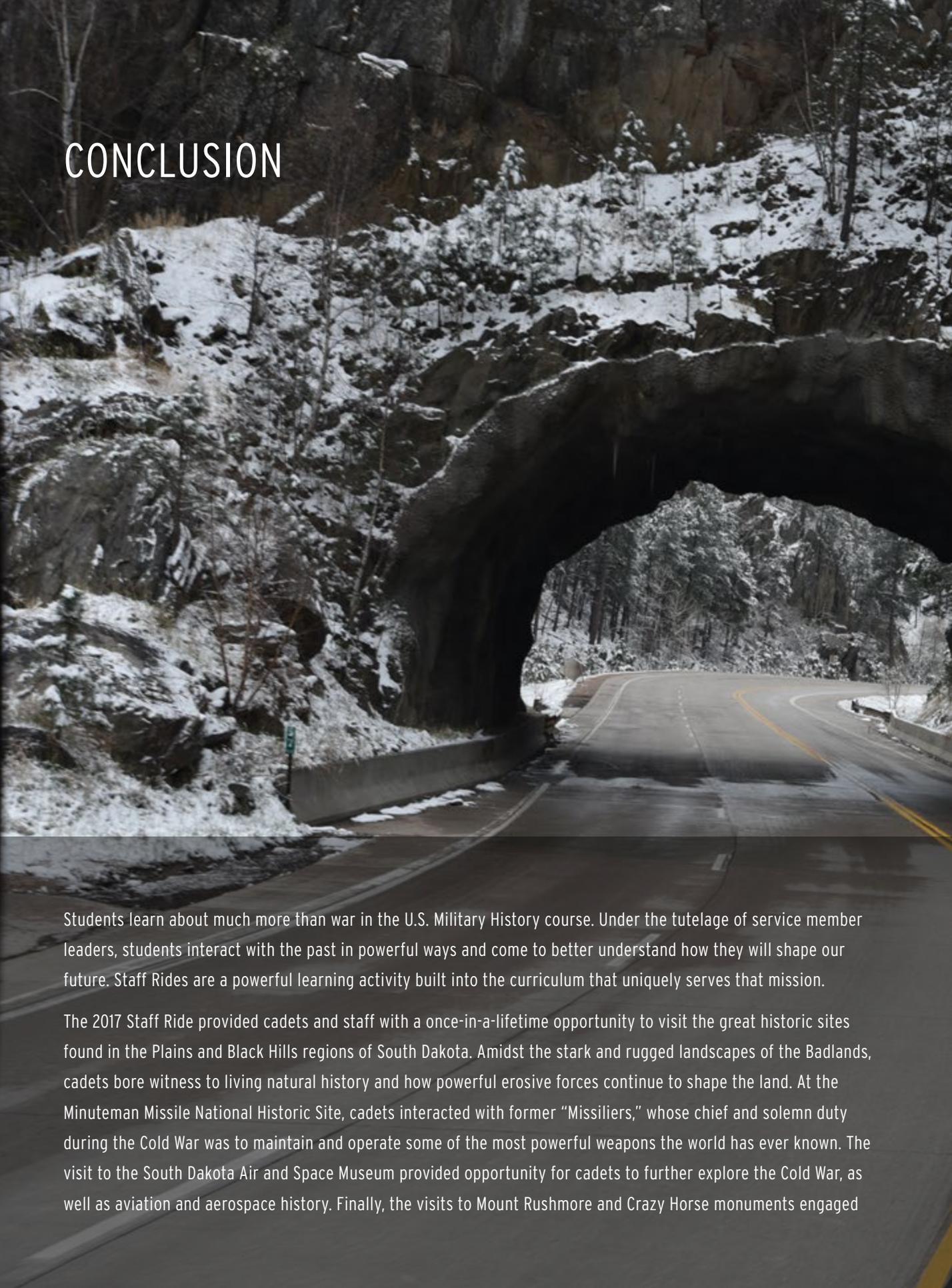
But I believe the best part was how all of these aspects were tied together. The university students took what we had learned through Honors U.S. Military History about the Cold War and correlated it perfectly to social relations in life.

HANNAH PINKSTON

South Hills High School

AIRMY
TROTC
HONORS U.S. MILITARY HISTORY

CONCLUSION

A photograph of a road passing through a natural rock archway in a snowy, mountainous landscape. The road is paved and has yellow and white markings. The archway is a large, dark opening in the rock face. The surrounding area is covered in snow and has some evergreen trees. The sky is overcast.

Students learn about much more than war in the U.S. Military History course. Under the tutelage of service member leaders, students interact with the past in powerful ways and come to better understand how they will shape our future. Staff Rides are a powerful learning activity built into the curriculum that uniquely serves that mission.

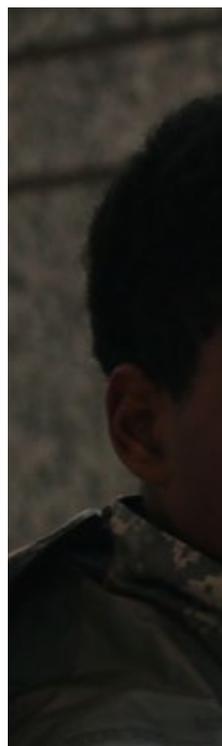
The 2017 Staff Ride provided cadets and staff with a once-in-a-lifetime opportunity to visit the great historic sites found in the Plains and Black Hills regions of South Dakota. Amidst the stark and rugged landscapes of the Badlands, cadets bore witness to living natural history and how powerful erosive forces continue to shape the land. At the Minuteman Missile National Historic Site, cadets interacted with former “Missiliers,” whose chief and solemn duty during the Cold War was to maintain and operate some of the most powerful weapons the world has ever known. The visit to the South Dakota Air and Space Museum provided opportunity for cadets to further explore the Cold War, as well as aviation and aerospace history. Finally, the visits to Mount Rushmore and Crazy Horse monuments engaged

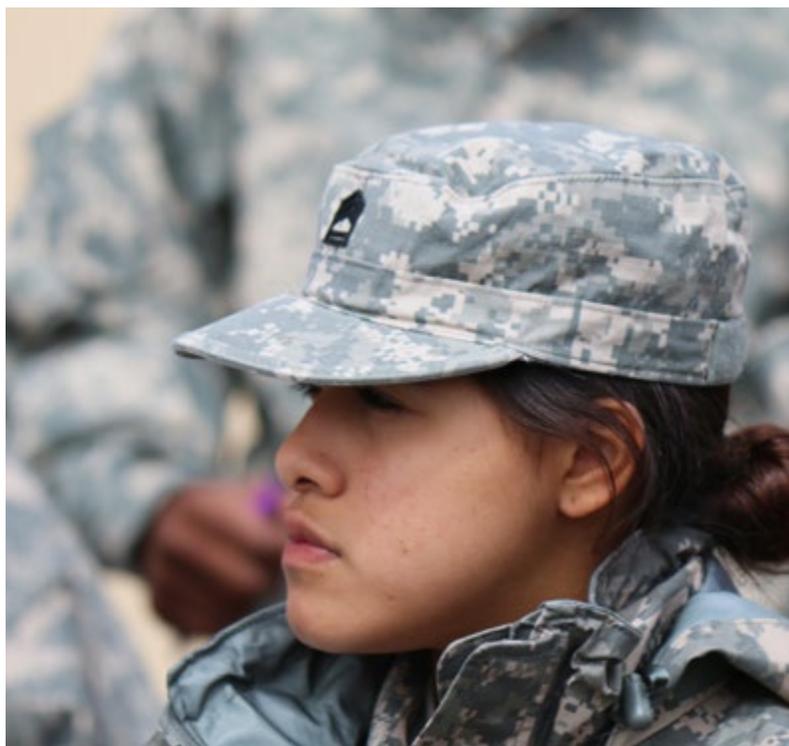


students with history, as well as the technical processes employed by innovative sculptors to create one vision completed and another in the making.

In addition to the memories students will take away from the sites, their most enduring learnings will surely derive from their interactions with peers and student teachers from Kutztown University. They engaged in discussions about history, culture, and life after high school. And they took away a better understanding of how perspective shapes the way people, institutions, and governments act. This understanding, combined with the history students learned on the Staff Ride, better positions cadets to be sound future decision-makers in our democratic society.

JOSEPH NIEDZIELA
Director of Social Studies





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Mulholland Company

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North DFW Military Officers Association of America (MOAA)

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Rotary Club of Fort Worth East

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Texas Trail of Fame

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Yolanda Sifuentes



[FWISD.ORG/STAFFRIDE](https://www.fwisd.org/staffride)

U.S. MILITARY HISTORY

usarmyjrotc.com

