

Lesson Title: Courage, Identity & Memory: PFC Robert Brooks and the Battle of Bataan

Author: The National Museum of Military Vehicles



Mission:

This Lesson Plan has been developed by the National Museum of Military Vehicles (NMMV) to facilitate scholastic visits to our institution. This Lesson Plan provides instructors with the framework to develop a detailed lesson plan for a field trip to the NMMV, by providing references to Wyoming State educational standards. This Lesson Plan is intended to serve as a starting point, recognizing that every School District has different standards and formats for their Lesson Plans.

Description:

This lesson supports school visits to the National Museum of Military Vehicles by providing teachers with a structured, standards aligned plan for exploring the life of PFC Robert H. Brooks, the first African American soldier killed in WWII, and the broader context of the Battle of Bataan and the Bataan Death March. Students analyze historical narratives, evaluate civic values, and engage in research, discussion, and ethical debate.

Grade Level: 6-8 and 9-12

Theme: How communication technologies shaped WWI and their lasting impact

Lesson Duration: 2 class periods (45-60 minutes each) with a Visit to the National Museum of Military Vehicles

Learning Objectives

Grades 6-8

Understanding PFC Robert Brooks and the Early Pacific War

Students will:

- Describe the life and military service of PFC Robert Brooks and explain his role in the early Pacific War.
- Summarize key events of the Battle of Bataan and identify the conditions that led to the Bataan Death March.

Race, Identity, and Military Service

Students will:

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- Explain how segregation shaped the experiences of African American soldiers during WWII.
- Identify how identity and civic participation influenced the opportunities and challenges faced by minority service members.

Strategic and Human Dimensions of Bataan

Students will:

- Identify the strategic importance of the Philippines in WWII and describe how geography influenced the Battle of Bataan.
- Describe the human impact of the Bataan Death March using primary and secondary sources.

Conversation, Debate, and Historical Interpretation

Students will:

- Participate in structured discussions using evidence from historical sources to support claims about WWII events.
- Compare different historical accounts to identify perspective and bias.

Civic Memory and National Identity

Students will:

- Explain how stories of individual soldiers contribute to community and national memory.
- Reflect on why remembering diverse military experiences matters for civic identity today.

Grades 9-12

Understanding PFC Robert Brooks and the Early Pacific War

Students will:

- Analyze the life, service, and historical significance of PFC Robert Brooks as the first African American soldier killed in WWII.
- Evaluate the strategic context of the early Pacific War and the role of the 192nd Tank Battalion in the defense of Bataan.

Race, Identity, and Military Service

Students will:

- Assess how race, segregation, and military policy shaped the experiences of African American soldiers during WWII.

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- Analyze how identity, citizenship, and service intersected for minority groups in wartime America.

Strategic and Human Dimensions of Bataan

Students will:

- Evaluate the military, geographic, and logistical factors that influenced the Battle of Bataan and the subsequent surrender.
- Interpret primary sources to assess the human cost and ethical implications of the Bataan Death March.

Conversation, Debate, and Historical Interpretation

Students will:

- Engage in structured academic debate using corroborated evidence to interpret competing historical narratives about Bataan and WWII.
- Critique how historical narratives are constructed, revised, and contested over time.

Civic Memory and National Identity

Students will:

- Analyze how individual soldier stories shape collective memory, national identity, and public commemoration.
- Evaluate how inclusive historical narratives influence civic understanding and democratic participation.

Key Concepts & Vocabulary

- **Segregation**
 - o Segregation is the system of separating people based on race, usually giving one group more rights and opportunities than another. In the early 1900s, African Americans in the United States faced segregation in schools, housing, the military, and public life.
- **Service & Sacrifice**
 - o Service means choosing to help or protect others, often through military duty, community work, or civic action.
Sacrifice means giving up something important, such as comfort, safety, or even one's life, for the good of others or the country.
- **Civic Identity**

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- Civic identity is the sense of belonging people feel as members of a community, state, or nation. It includes shared values, responsibilities, and the ways people participate in society, like voting, volunteering, or serving in the military.
- **Memory & Commemoration**
 - Memory refers to how a society remembers important people and events from the past. Commemoration is the act of honoring those memories, through monuments, ceremonies, museums, or stories, so future generations understand their importance.
- **Bataan Peninsula**
 - The Bataan Peninsula is a long stretch of land in the Philippines where American and Filipino soldiers fought against Japan in early World War II. It became famous for the Battle of Bataan and the tragic Bataan Death March after the surrender in 1942.
- **POW (Prisoner of War)**
 - A POW is a soldier captured by the enemy during a war. International laws are supposed to protect POWs, but during WWII many prisoners, especially on Bataan, were treated harshly and suffered greatly.
- **Primary Source**
 - A primary source is a piece of evidence created during the time an event happened. Examples include letters, diaries, photographs, speeches, artifacts, or eyewitness accounts. Primary sources help historians understand what people saw, felt, and experienced.
- **Historical Narrative**
 - A historical narrative is the story we tell about past events. It combines facts, evidence, and interpretation to explain what happened and why it matters. Narratives can change over time as new evidence is discovered or new voices are included.
- **Bias & Perspective**
 - Bias is a preference or prejudice that affects how someone sees or describes events. Perspective is the viewpoint a person has based on their background, experiences, or role in history.
Understanding bias and perspective helps students evaluate sources more accurately and fairly.

Key Concepts & Topics

1. Life and Service of PFC Robert H. Brooks

- Early life in segregated Kentucky
- Enlistment and assignment to the 192nd Tank Battalion

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- First African American soldier killed in WWII

2. Segregation in the U.S. Military

- Limited opportunities for African American soldiers
- Brooks's service despite structural discrimination

3. Japanese Invasion of the Philippines

- Attack following Pearl Harbor
- Retreat of U.S. and Filipino forces to the Bataan Peninsula
- Harsh battlefield conditions

4. Battle of Bataan

- Terrain challenges, supply shortages, and disease
- Strategic importance of delaying Japanese forces
- Experiences of the 192nd Tank Battalion

5. The Bataan Death March

- Forced 60+ mile march of 75,000 American and Filipino POWs
- Brutal conditions: starvation, dehydration, violence
- Acts of loyalty and survival

6. Memory & Commemoration of Bataan and Brooks

- How Brooks is remembered today
- How Bataan is memorialized in the U.S. and the Philippines
- Voices historically overlooked

7. Identity, Service & Civic Responsibility

- How race shaped Brooks's experience
- What his story reveals about African American service in WWII
- Responsibilities of democratic societies to remember

8. Interpreting Evidence & Multiple Perspectives

- U.S., Filipino, and Japanese viewpoints
- Survivor accounts
- Evaluating sources for bias and perspective

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9. Civic Memory & Public History

- How museums tell the story of Bataan
- How artifacts and exhibits shape public understanding
- The role of public institutions in remembering service and sacrifice

Lesson Day 1

1. Launch Activity: Who Was PFC Robert Brooks? (10 mins)

Materials:

- Video: *PFC Robert Brooks: The First African American Soldier Killed in WWII* (NMMV)
- Map of the Philippines (Bataan Peninsula)

[PBS- Map and Information about the Philippines](#)

Teacher Talk:

“Today we’re exploring the story of *PFC Robert H. Brooks*, the first African American soldier killed in WWII. His story helps us understand not only the Battle of Bataan, but also how identity, service, and sacrifice shape our national memory.”

Play the video.

Prompt students: Students share initial reactions in pairs, then whole-group.

- “What details about Brooks’ life stood out to you?”
- “What challenges might he have faced as an African American soldier in 1941–42?”
- “Why do individual stories matter when studying large historical events?”

Transition:

“Let’s look at the world Brooks stepped into when he arrived in the Philippines.”

2. Mini-Lecture & Visual Analysis: The Road to Bataan (10 mins)

Teacher provides a short overview using maps and images:

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Teacher Talk:

“After Pearl Harbor, Japan launched a rapid assault across the Pacific. The Philippines became one of the first major battlegrounds. U.S. and Filipino forces retreated to the Bataan Peninsula, where they fought under extreme conditions.”

Photo and Information in Resources and Handouts as well as here: <https://bataanproject.com/>

- Japanese invasion of the Philippines (Dec 1941)
- Retreat to Bataan
- Conditions for U.S. and Filipino troops
- Shortages of food, medicine, and ammunition
- Brooks’ unit (192nd Tank Battalion) and early tank engagements

Students complete a quick visual analysis sheet:

- What do the maps and images reveal about the challenges soldiers faced?
- How might terrain, supply shortages, and isolation have shaped the experience?

3. Research Carousel: Building the Story of Bataan (25 mins)

Students rotate through **four research stations**, each with curated sources (printouts, QR codes): Reading Excerpts found in Resources

1. Brooks’ Biography

- Early life, enlistment, service, death
- Racial segregation in the U.S. Army
- Citation: “Pvt. Robert H. Brooks... inducted in the U.S. Army on March 15, 1941... joined D Company, 192nd Tank Battalion...”

2. Battle of Bataan Overview

- Timeline, key commanders, conditions

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- Citation: “The Battle of Bataan... 7 January – 9 April 1942... fought by the United States and the Philippine Commonwealth against the Empire of Japan.”

3. Bataan Death March

- POW treatment, survival accounts
- Students compare multiple perspectives (U.S., Filipino, Japanese sources)

4. Memory & Commemoration

- How Brooks is remembered
- How Bataan is memorialized in the U.S. and the Philippines

Students gather evidence on a structured note-catcher.

Prompt at each station: Handout in Resources and Handouts

“What evidence here helps explain the human experience of Bataan?”

Lesson Day 2

1. Conversation Roundtable: Identity, Service & Sacrifice (15 mins)

Students sit in a circle for a guided discussion with their research to use evidence from their notes.

Opening Questions:

- How did Brooks’ identity shape his experience in the Army?
- What does his story reveal about African American service in WWII?

Analytical Questions:

- How did the fall of Bataan affect American morale and public opinion?
- What responsibilities do nations have to remember the sacrifices of soldiers?
- How do individual stories challenge or deepen our understanding of war?

Civic Questions:

- How should museums, schools, and communities honor soldiers like Brooks?

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- What does civic remembrance look like in a democracy?

Students must cite at least **two pieces of evidence** from their research carousel.

2. Debate: “Whose Stories Get Remembered?” (20 mins)

Students are assigned debate roles:

1. Historian

A historian focuses on what actually happened in the past and why. This role uses facts, timelines, primary sources, and historical evidence to explain events. A historian’s job in the debate is to show how past events connect to the issue being discussed and to correct misunderstandings or inaccurate claims.

2. Ethicist

An ethicist examines what is *right* and *wrong* and why. This role looks at moral principles, fairness, justice, and human impact. An ethicist’s job in the debate is to ask:

Was this action ethical?

Who was harmed or helped?

What responsibilities do people or governments have?

They focus on values, not just facts.

3. Military Strategist

A military strategist looks at decisions through the lens of strategy, tactics, and military necessity. This role considers questions like:

What options did leaders have?

What were the risks and advantages?

How did geography, resources, or timing affect choices?

A strategist explains why certain actions were taken during war and whether they made sense from a military perspective.

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4. Descendant or Community Representative

This role speaks from the viewpoint of someone personally connected to the event—such as a family member, community leader, or cultural representative. They focus on:

How the event affected real people

Emotional and generational impact

What remembrance or justice means to families and communities

Their arguments highlight the human side of history.

5. Journalist

A journalist gathers information, checks facts, and communicates clearly to the public. In the debate, this role:

Asks clarifying questions

Challenges unsupported claims

Summarizes key points

Focuses on accuracy and fairness

A journalist helps keep the debate grounded in evidence and clear reasoning.

6. Government or Policy Analyst

A policy analyst examines how governments make decisions and what the consequences are. This role looks at:

Laws, policies, and official actions

How decisions affect citizens

What governments *should* do in similar situations

They bring a civic and governmental perspective to the debate.

7. Veteran or Soldier Perspective

This role represents the lived experience of someone who served in the military. They focus on:

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Conditions on the ground

The realities of combat

Loyalty, duty, and sacrifice

How decisions affected soldiers directly

Their viewpoint adds authenticity and emotional depth.

8. Museum or Public Historian

A museum historian focuses on how stories are told, remembered, and interpreted. This role considers:

Whose stories are highlighted or left out

How artifacts and exhibits shape public understanding

The responsibility of institutions to tell accurate, inclusive history

They help the debate connect to civic memory and public education.

Debate Prompt:

Should the U.S. military and government have done more to publicly honor African American soldiers like PFC Robert Brooks during and after WWII?

Students prepare arguments using evidence from the video and research stations.

Debrief:

“What did you learn from hearing different perspectives?”

3. Inquiry Project: Telling the Story of Bataan (Work time, homework or project)

Students choose one of three project paths:

Option A: Narrative Reconstruction

Create a historically grounded narrative of Brooks’ final days, integrating:

- Battlefield conditions
- Unit movements

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- Personal details from his biography

Option B: Civic Memory Proposal

Design a memorial, exhibit panel, or digital tribute that answers:

- What should the public know about Brooks?
- How should his story be told?
- What civic values does his story highlight?

Option C: Comparative Research Essay

Compare Brooks' experience with another soldier (U.S., Filipino, or Japanese) to analyze:

- Perspective
- Conditions
- Identity
- Legacy

Rubric: Inquiry Project

Criteria	4 – Advanced	3 – Proficient	2 – Basic	1 – Emerging
Historical Accuracy	Thorough, well-sourced, nuanced	Accurate with minor gaps	Some inaccuracies	Major inaccuracies
Use of Evidence	Integrates multiple primary/secondary sources	Uses evidence clearly	Limited evidence	Minimal or no evidence
Civic Insight	Deep reflection on identity, service, and memory	Some civic insight	Limited insight	No civic connection
Communication	Clear, compelling, well-organized	Mostly clear	Some unclear sections	Disorganized
Creativity (if	Innovative and meaningful	Solid effort	Basic	Minimal effort

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Criteria	4 – Advanced	3 – Proficient	2 – Basic	1 – Emerging
applicable)			presentation	

Student Reflection (Exit Ticket)

- What part of Brooks’ story impacted you most?
- How does learning about one soldier change your understanding of WWII?
- Why is it important to remember stories that were overlooked in the past?

Museum Visit Lesson Integration Option

Pre-Visit (Classroom)

- Launch activity
- Mini-lecture
- Research carousel

During the Museum Visit

WWII Gallery Stops:

1. **Philippines / Pacific Theater Section**
 - Students identify maps, artifacts, photographs, and vehicles connected to Bataan.
 - Prompt: “What do these items reveal about Bataan?”
2. **Bataan Tank Exhibit**
 - Students connect Brooks’ story to the equipment used.
3. **War Crimes / Resilience Displays**

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- Students analyze how the museum presents suffering, resilience, and memory.

4. Reflection Station

- Students answer:
 - “What does this story tell you about our Military?”
 - “How does this deepen your understanding of Brooks?”

Post-Visit (Classroom)

- Roundtable
- Debate

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- Inquiry project

Resources & Works Cited

Primary Video Source:

- *PFC Robert Brooks: The First African American Soldier Killed in WWII* - National Museum of Military Vehicles.

Historical Sources Used in Lesson Development:

- U.S. Army Center of Military History - Battle of Bataan overview.
- National Archives - WWII Pacific Theater maps and documents.
- Library of Congress - African American military service collections.
- American Defenders of Bataan and Corregidor Memorial Society - Survivor accounts.
- Filipino Veterans Recognition and Education Project - Bataan historical materials.
- National WWII Museum - Segregation in the U.S. military.
- NMMV internal research files on the 192nd Tank Battalion and Brooks’ biography.

Suggested Additional Classroom Sources:

- Oral histories from the Veterans History Project (Library of Congress).

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- “Tears in the Darkness” by Michael Norman (Bataan narrative).
 - “Ghost Soldiers” by Hampton Sides (POW rescue mission).
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Standards Alignment

Social Studies Standards Alignment

Grades 6-8

Social Studies (SS)

Historical Understanding (PFC Brooks, Bataan, WWII)

- SS6.1.1 - Analyze how people’s perspectives shape history.
- SS6.1.2 - Describe causes and effects of historical events.
- SS6.1.3 - Explain how people, events, and ideas have shaped history.
- SS6.4.1 - Explain how physical and human features influence events.

Race, Identity, Citizenship

- SS6.1.4 - Analyze cultural and social factors influencing events.
- SS6.3.1 - Rights and responsibilities of citizenship.
- SS6.3.3 - How groups and institutions influence civic life.

Primary Sources, Debate, Interpretation

- SS6.5.1 - Use primary/secondary sources to interpret events.
- SS6.5.2 - Identify perspective and bias.
- SS6.5.3 - Engage in evidence-based discussion.
- SS6.5.4 - Construct explanations using evidence.

Civic Memory & Identity

- SS6.3.4 - How civic ideals influence society.
 - SS6.3.5 - How narratives shape civic identity.
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English Language Arts (ELA)

These objectives naturally integrate reading, writing, speaking, and research.

Reading Informational Text

- **ELA.6.RI.1** - Cite textual evidence to support analysis.
- **ELA.6.RI.6** - Determine author's point of view.
- **ELA.7.RI.9** - Compare/contrast accounts of the same event.
- **ELA.8.RI.3** - Analyze how individuals, ideas, and events interact.

Writing

- **ELA.6.W.1** - Write arguments supported by evidence.
- **ELA.7.W.2** - Write informative/explanatory texts.
- **ELA.8.W.7** - Conduct short research projects.
- **ELA.8.W.8** - Gather relevant information from multiple sources.

Speaking & Listening

- **ELA.6.SL.1** - Engage in collaborative discussions.
- **ELA.7.SL.3** - Evaluate a speaker's reasoning and evidence.
- **ELA.8.SL.4** - Present claims with relevant evidence.

Career & Technical Education (CTE)

Especially relevant for research, analysis, and communication.

- **CTE.6-8.1.1** - Apply critical thinking to solve problems.
- **CTE.6-8.2.1** - Demonstrate effective communication skills.
- **CTE.6-8.3.1** - Use technology to gather and evaluate information.
- **CTE.6-8.4.1** - Demonstrate teamwork and collaboration.

Fine & Performing Arts (FPA)

Useful when students create memorials, posters, or interpretive projects.

- **FPA.6-8.Cr1.1** - Generate and conceptualize artistic ideas.
- **FPA.6-8.Re7.2** - Analyze how context influences interpretation.

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- **FPA.6-8.Cn11.1** - Relate artistic ideas to societal and historical context.

Health & Safety (H)

Relevant when discussing trauma, resilience, and ethical dimensions of war.

- **H.6.1.3** - Analyze how external influences affect well-being.
- **H.6.4.1** - Demonstrate empathy and respect for others' experiences.
- **H.6.5.1** - Demonstrate decision-making and ethical reasoning.

Grades 9-12

Social Studies (SS)

Historical Understanding

- **SS12.1.1** - Analyze how individuals/groups shape events.
- **SS12.1.2** - Evaluate causes and consequences of major events.
- **SS12.1.4** - Analyze significance of events in national/global contexts.

Race, Identity, Citizenship

- **SS12.1.5** - Analyze cultural, social, political influences.
- **SS12.3.1** - Evaluate citizenship, identity, and civic participation.
- **SS12.3.3** - Analyze how institutions and policies shape civic life.

Strategic & Human Dimensions of Bataan

- **SS12.4.2** - Evaluate how geography influences events.
- **SS12.5.1** - Evaluate sources for credibility and perspective.
- **SS12.5.2** - Analyze multiple perspectives.

Debate & Interpretation

- **SS12.5.3** - Construct arguments using corroborated evidence.
- **SS12.1.6** - Evaluate how narratives are constructed and contested.

Civic Memory

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- **SS12.3.4** - Analyze how civic ideals shape national identity.
- **SS12.3.5** - Evaluate how inclusive narratives influence civic understanding.

English Language Arts (ELA)

Reading

- **ELA.9-10.RI.1** - Cite strong textual evidence.
- **ELA.11-12.RI.6** - Determine author's point of view and rhetoric.
- **ELA.11-12.RI.9** - Analyze foundational U.S. documents and historical texts.

Writing

- **ELA.9-10.W.1** - Write arguments with valid reasoning.
- **ELA.11-12.W.2** - Write explanatory texts with discipline-specific content.
- **ELA.11-12.W.7** - Conduct sustained research projects.

Speaking & Listening

- **ELA.9-10.SL.1** - Initiate and participate in collaborative discussions.
- **ELA.11-12.SL.3** - Evaluate a speaker's reasoning and evidence.
- **ELA.11-12.SL.4** - Present information clearly and persuasively.

Career & Technical Education (CTE)

- **CTE.9-12.1.1** - Apply critical thinking to real-world problems.
- **CTE.9-12.2.1** - Demonstrate professional communication skills.
- **CTE.9-12.3.1** - Use digital tools to research and evaluate information.
- **CTE.9-12.4.1** - Demonstrate leadership and collaboration.

Fine & Performing Arts (FPA)

For memorial design, interpretive exhibits, or narrative-based art.

- **FPA.9-12.Cr1.1** - Generate and conceptualize artistic ideas.
- **FPA.9-12.Re8.1** - Interpret intent and meaning in artistic work.
- **FPA.9-12.Cn11.1** - Relate artistic ideas to societal, cultural, and historical context.

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Health & Safety (H)

Useful when discussing trauma, ethics, and human impact of war.

- **H.9-12.1.3** - Analyze how external influences affect well-being.
 - **H.9-12.4.1** - Demonstrate empathy and respect for diverse experiences.
 - **H.9-12.5.1** - Apply ethical decision-making skills.
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Resources and Handouts

Station Rotation Reading Excerpts

Passage 1: Who Was PFC Robert Brooks?

PFC Robert H. Brooks grew up in Kentucky during a time when the United States was still deeply segregated. African Americans faced discrimination in schools, jobs, and even in the military. Despite these challenges, Brooks chose to serve his country. He enlisted in the U.S. Army in 1941 and was assigned to the 192nd Tank Battalion, one of the first tank units sent to defend the Philippines at the start of World War II.

Brooks quickly proved himself as a skilled and dependable soldier. His unit was stationed at Clark Field in the Philippines when Japan launched a surprise attack on December 8, 1941, just one day after Pearl Harbor. The attack destroyed many American planes and forced U.S. and Filipino troops into a difficult retreat toward the Bataan Peninsula.

During one of the early battles, Brooks was killed while operating his tank. He became the first African American soldier to die in World War II. His death was a powerful reminder that African Americans were fighting, and sacrificing, long before the U.S. military was desegregated.

Even though he served with courage, Brooks' story was not widely told at the time. Today, museums and historians are working to make sure his service is remembered and honored.

Passage 2: The Battle of Bataan

When Japan invaded the Philippines in December 1941, American and Filipino soldiers were pushed into a desperate fight for survival. They retreated to the Bataan Peninsula, a narrow stretch of land with rugged mountains, thick jungle, and very few supplies. Soldiers often fought with little food, limited ammunition, and almost no medical care.

Despite these hardships, the defenders of Bataan held out for three long months. They slowed the Japanese advance and bought valuable time for the United States to prepare for a long war in the Pacific. Many soldiers, including members of the 192nd Tank Battalion, fought day and night to protect their positions.

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By April 1942, the troops were exhausted and starving. Disease spread quickly. With no hope of reinforcements, the commanders made the painful decision to surrender. What followed became one of the most tragic events of the war: the Bataan Death March.

Passage 3: The Bataan Death March

After the surrender, about 75,000 American and Filipino soldiers were forced to march more than 60 miles in intense heat. They had almost no food or water. Many were beaten or killed along the way. This event became known as the Bataan Death March.

Survivors later described the march as one of the most brutal experiences of their lives. Some soldiers tried to help each other by sharing water or supporting those who were too weak to walk. Others were carried by friends who refused to leave them behind. These acts of courage showed the strength and loyalty of the soldiers, even in the darkest moments.

The Bataan Death March shocked the American public when news of it finally reached the United States. It became a symbol of sacrifice, suffering, and determination during the war.

Passage 4: Why Robert Brooks' Story Matters Today

For many years, the stories of African American soldiers like PFC Robert Brooks were overlooked or forgotten. Segregation and discrimination meant that their contributions were not always recognized, even when they served with bravery and honor.

Today, historians and museums are working to correct that. By learning about Brooks, students can see how individual stories help us understand the bigger picture of World War II. His life shows how African Americans fought for a country that did not always treat them fairly, and how their service helped push the nation toward change.

Remembering Brooks is not just about honoring the past. It is also about understanding the responsibilities we have today: to tell the full story of American history, to recognize the sacrifices of all who served, and to make sure that no one's contributions are forgotten.

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Passage 5: Voices From Bataan (Composite Primary-Source Style)

“We were hungry all the time. Some days we had only a handful of rice. But we kept fighting because we believed help was coming.”

-U.S. soldier, Bataan, 1942

“The tanks were our lifeline. When the enemy attacked, the tank crews held the line. Men like Robert Brooks were heroes to us.”

-Filipino infantryman, 1942

“On the march, we tried to stay together. If someone fell, we lifted them up. We didn’t leave anyone behind if we could help it.”

-Bataan Death March survivor

These voices help us understand the courage, fear, and determination of the soldiers who fought on Bataan. They remind us that history is made up of real people, people like Robert Brooks, whose stories deserve to be remembered.

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Handout 1: Research Carousel Note-Catcher

Station 1: Brooks' Biography

- Key facts:

- Evidence of racial segregation:

- Personal details that humanize his story:

Station 2: Battle of Bataan

- Timeline:

- Conditions:

- Strategic significance:

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Handout 2: Roundtable Discussion Sheet

Use evidence from your research to answer:

- How did identity shape Brooks' service?
 - What does his story reveal about WWII?
 - What responsibilities do citizens have in remembering history?
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Handout 3: Debate Argument Sheet

Claim:

Evidence 1:

Evidence 2:

Counterargument:

Rebuttal:

Lesson Title: Courage, Identity & Memory: PFC Robert Brooks and the Battle of Bataan

Author: The National Museum of Military Vehicles



Image Resources for Each Topic

Japanese Invasion of the Philippines (Dec 1941)

Primary Sources & Archives

- **U.S. Naval History and Heritage Command (NHHC)**
Search: “*Philippine Invasion 1941 NH 73180*”, “*NH 73578 Philippine Invasion*”
These catalog numbers lead directly to invasion photographs.
1 2
- **National Archives (NARA) - WWII Pacific Theater**
Search: “*Philippines 1941 Japanese invasion*”
- **Flickr Commons - Japanese Invasion Maps**
Search: “*Japanese Invasion Philippines 1941 map*”
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What you’ll find

- Japanese landings on Luzon
 - Bombing of Manila and Clark Field
 - Maps showing invasion routes
-

Retreat to Bataan

Primary Sources & Archives

- **U.S. Army Signal Corps Photographs**
Search: “*Bataan retreat 1942 Signal Corps*”
- **Under One Flag – Bataan & Corregidor Collection**
Search: “*Bataan and Corregidor Under One Flag*”
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- **War History Network - Battle for Bataan**

Search: "*Bataan Peninsula map 1942*"

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What you'll find

- U.S. and Filipino troops withdrawing into the peninsula
- Maps of defensive lines
- Images of General MacArthur's retreat

Conditions for U.S. and Filipino Troops

Primary Sources & Archives

- **American Experience (PBS) - Siege of Bataan**

Search: "*Siege of Bataan PBS*"

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- **National WWII Museum - Pacific War Collections**

Search: "*Bataan conditions WWII*"

- **National Guard Archives - Bataan Scouts**

Search: "*Philippine Scouts Bataan 1942*"

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What you'll find

- Soldiers in jungle terrain
- Makeshift medical stations
- Exhaustion, disease, and defensive positions

Shortages of Food, Medicine, Ammunition

Primary Sources & Archives

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- **National Museum of the Pacific War - Food on the Frontlines**

Search: "*Food on the Frontlines WWII Pacific*"

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- **PBS American Experience - Bataan POW Camps**

Search: "*Camp O'Donnell conditions*"

- **National Archives - WWII Rationing**

Search: "*WWII ration book images*"

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What you'll find

- Soldiers eating minimal rations
- Ration books and wartime shortages
- POW camp conditions

Brooks' Unit (192nd Tank Battalion) & Early Tank Engagements

Primary Sources & Archives

- **Bataan Project - 192nd Tank Battalion Photo Archive**

Search: "*192nd Tank Battalion Bataan Project*"

¹⁰ ¹¹ ¹² - **Tank Encyclopedia - M3 Stuart & M2A2 Tanks**

Search: "*M3 Stuart Philippines 1941*"

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- **KY National Guard History - Harrodsburg Tankers**

Search: "*Harrodsburg Tankers 192nd*"

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What you'll find

- M3 Stuart and M2A2 tanks used by the 192nd
- Training photos from Fort Knox
- Images of tank crews in the Philippines

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- Japanese ambush of U.S. tanks

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How to Use These in Your Lesson

Students can:

- Compare maps of the invasion with photos of the retreat
- Analyze conditions using images of rationing, disease, and jungle terrain
- Examine tank battalion photos to understand Brooks' role
- Build visual timelines of the Bataan campaign
- Use images as primary sources in debate and research activities

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10. *192nd Tank Battalion with M2A2 at Fort Know, 1941. It was a National ...*
<https://9gag.com/gag/aZL30pX>
11. *History of the 192nd Tank Battalion – Bataan Project 3*. <https://bataanproject.com/history-of-the-192nd-tank-battalion/>
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14. *KY National Guard History*. <https://kynghistory.ky.gov/Media/Poems/Pages/Lest-We-Forget-Company-D.aspx>
15. *This M3 Stuart was captured on Luzon on the 22nd of December, 1941. The ...*
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