

Veterans Legacy Program Curricular Materials



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Grade(s)	10-12 Marine Corps JROTC
Time (Minutes/ Days)	3 – 47-minute class periods. 1 – Field trip to Florida National Cemetery Bushnell <i>Note: This lesson will take place over the course of several months. Suggested timeline: begin after September 11th and end during the Month of May (Memorial Day).</i>

Lesson Overview

Throughout the history of America, the nation has sent out the call for men and women to take up arms and serve the best interest of the country. From the Revolutionary War, the War of 1812, Civil War, Spanish-American War, two World Wars, Korea, and Vietnam, Americans were drafted into service.

Our most recent conflicts in Iraq and Afghanistan marked a noticeable change. The War on Terror had no draft but an all-volunteer force, serving to protect the nation and our allies abroad against terror. Many volunteered immediately after the attacks.

This lesson will set the stage for and tell the story of the men and women who volunteered.

The following unit is designed to help students practice researching, writing, and presenting biographies of Veterans who participated in the Global War on Terrorism in the Operations Enduring and Iraqi Freedom that are interred at the Florida National Cemetery, Bushnell, FL. The overall intent will be to develop these skills in accordance with the listed Florida State Standards.

Students will have the opportunity to research the terrorist attacks of September 11, 2001, research selected Veterans, compare, contrast, and outline similarities. Upon conclusion of the research portion, the students will present a 5-7-minute presentation on the life of the Veteran. The culmination of this lesson will be a trip to the Florida National Cemetery, where the cadets will give a brief presentation at the headstone of each Veteran and conduct a coin ceremony.

Essential Questions

- What happened on September 11, 2001?
- Who are these Veterans?
- Where did these volunteers come from?
- What were they doing before they served?

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- What branch did they serve in?
- Why did they serve?
- What are the similarities between Veterans?
- What were their family situations?
- Were there any significant events regarding their passing?
- Did any survive their service?
- What did they do after the military?

Florida State Standards

Social Studies

- SS.912.A.1- Use research and inquiry skills to analyze American history using primary and secondary sources.
- SS.912.A.1.2- Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3- Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.6- Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.7- Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
- SS.912.A.7.15- Analyze the effects of foreign and domestic terrorism on the American people.
- SS.912.W.9.7- Describe the impact of and global response to international terrorism.
- SS.912.CG.2.2- Explain the importance of political and civic participation to the success of the United States' constitutional republic.
- SS.912.CG.4- Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.

English Language Arts (B.E.S.T.)

- ELA.10.C.1.4- Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.
- ELA.10.C.2.1- Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
- ELA.10.C.4.1- Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.
- ELA.10.C.5.1- Create digital presentations to improve understanding of findings, reasoning, and evidence.

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- ELA.10.C.5.2- Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
- ELA.11.C.1.4- Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.
- ELA.11.C.2.1- Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.
- ELA.11.C.4.1- Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.
- ELA.11.C.5.1- Create digital presentations to improve the experience of the audience.
- ELA.11.C.5.2- Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
- ELA.12.C.1.3- Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.
- ELA.12.C.2.1- Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.
- ELA.12.C.4.1- Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.
- ELA.12.C.5.1- Design and evaluate digital presentations for effectiveness.
- ELA.12.C.5.2- Create, publish, and share multimedia texts through a variety of digital formats.

Physical Education

- PE.912.M.1.10- Apply sport specific skills in simulation and in real-life applications.
- PE.912.M.1.27- Demonstrate proficiency in a variety of outdoor pursuit activities.
- PE.912.M.1.28- Apply strategies and tactics in a variety of outdoor pursuits.
- PE.912.M.1.32- Apply sport specific skills in a variety of game settings.
- PE.912.R.5.4- Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
- PE.912.R.5.5- Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

JROTC Curriculum Core Abilities and Course Competencies

Core Abilities

- Apply critical thinking techniques
- Communicate using verbal, non-verbal, visual, and written techniques

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- Do your share as a good citizen in your school, community, country, and the world

Course Competencies

- Make a decision
- Perform a skill
- Perform a service
- Solve a problem
- Create a product

Required Materials

- Access to the internet
- Video: [Veterans Legacy Program- Serving in the Military Post 9/11](#)
- Veterans Legacy Program- Serving in the Military Post 9/11 Notes Worksheet (See Below)
- Veteran Research Notes Graphic Organizer (See Below)
- [Sample Veteran Research Presentation: Christian B. Williams \(USMC\)](#)
- [UCF VLP Tribute Presentation: Christian B. Williams \(USMC\)](#)
- Veteran Research Presentation Rubric (See Below)
- Primary Source Packets for Veterans
 - [Anderson, Marc Anthony](#) U.S. Army
 - [Billings, Randy Lee](#) U.S. Army
 - [Coleman, Justin Dean](#) U.S. Army
 - [Lamar, Alpheus](#) U.S. Army
 - [Madsen, Jesse Peter](#) U.S. Army/Marine Corps
 - [Makar, John](#) U.S. Army
 - [Seija, Ricardo](#) U.S. Army
 - [Suarez, Miguel Angel](#) U.S. Marine Corps
 - [Williams, Clarence](#) U.S. Army
 - [Wyche, Megan](#) U.S. Air Force
 - [Williams, Christian B.](#) U.S. Marine Corps (Example)
- [Map of Florida National Cemetery, Bushnell, FL.](#)
- [Cemetery Etiquette and Coin Ceremony Powerpoint](#)

Learning Objectives

Upon completion of this activity, the cadet will be able to understand, explain, and present information related to the all-volunteer force. Specifically, those Veterans interred at Florida National Cemetery, Bushnell, FL. Cadets will be able to conduct research, assemble information, and present a brief on the Veteran.

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Procedure

1. Introduce this topic to cadets by showing a video of the 9/11/01 attacks.
2. Discuss the sentiment of the American public and how many Americans volunteered to serve.
3. Discuss the reason we are doing this research. (See the questions section)
4. Provide guidance on how to conduct open-source research.
5. Provide a sample of the final product.
6. Plan a trip to the Florida National Cemetery.
7. Introduce the "coin ceremony."
8. Have cadets brief their Veteran interned at the Florida National Cemetery.
9. Have the cadets prepare a two-minute final brief to present at the cemetery.
10. Obtain a copy of the map of Florida National Cemetery Bushnell, FL.

Research – Cadets will be provided resources and instruction on how to conduct research via the internet to collect information about September 11, 2001 and on their Veteran.

Write – Cadets will compile the data researched and prepare a brief presentation on the American sentiment after 9/11 and biography on their specific Veteran.

Presentation – The cadets will present a 5–7-minute presentation in the classroom. Cadets will present a 2-4-minute brief at the headstone of their Veteran. **The "coin" ceremony will also be performed.**

Template – Cadets will be provided with a template for their research (Early Life, Military Service, and Legacy).

Day – 1 Introduction to the Veterans Legacy Program

Lesson Overview: The following will serve as an introduction to the events of September 11, 2001 and the American response to the terrorist attacks. This lesson helps build the background necessary for the cadets to understand the emotion and feelings of patriotism raised by the attacks of the World Trade Center, Pentagon, and hijacking of United Airlines Flight 93.

Cadets will watch several videos regarding 9/11/01 and view the timeline on the History Channel to gain the perspective necessary to continue this study.

Finally, cadets will provide, in their own words, the timeline and analysis of what happened on 9/11/01.

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Learning Objective: Become familiar with the events of 9/11/01 and understand why some Americans felt compelled to join and serve.

Videos: Cadets to watch all four short videos. There will also be a list of videos the cadets/students can watch at the beginning of each class. These videos will help set the tone.

1. 9/11: How America's worst terrorist attack unfolded. Sky News Sep 10, 2021.

<https://www.youtube.com/watch?v=i4CAwjfY-dU>

2. 9/11: As Events Unfold. Transportation Service Administration.

<https://tsa.gov/videos/911-events-unfold-0>

3. The Story of 9/11 Brut: Youtube. <https://www.youtube.com/watch?v=vwOMo7qFArg>

4. America Responds to 9/11 Attacks with the War of Terror / Iowa Soldier Remember Afghanistan. PBS Learning Media.

<https://florida.pbslearningmedia.org/resource/de3ff50a-1c86-40b8-87f8-90b4ef2e81ea/america-responds-to-911-attacks-with-the-war-on-terror/>

Discussion of the videos. The discussion is subjective and will depend on two main factors, instructor and cadets. Each will formulate their list of important content. However, the intent will be there with the last video: Iowa soldier's response.

Day 2 – Classroom Discussion on the events.

Lesson Focus:

This period of instruction is more informal and offers the cadets the opportunity to ask questions, conduct group critical analysis, and grasp the six interrogatives. Who were the terrorists? Why did terrorists attack the United States? Who were the targets of the attacks? How did America respond? When did the war end? What countries participated?

1. Watch this video: [Veterans Legacy Program- Serving in the Military Post 9/11](#).
2. Students will answer the questions on the Veterans Legacy Program- Serving in the Military Post 9/11 Notes Worksheet (See below)
3. As a class, discuss the students' responses to the questions about the video.

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4. **Veteran Assignments:** Each cadet will be assigned a Veteran to research. Each cadet will be provided with a worksheet to capture their notes. They must ensure they answer the questions below. Cadets will be advised in advance if the Veteran died in combat or after they returned. This is important to their research.
- Students will complete the graphic organizer below to organize their research.

Veterans with links to source packets:

- | | |
|--|-----------------------------|
| ○ Anderson, Marc Anthony | U.S. Army |
| ○ Billings, Randy Lee | U.S. Army |
| ○ Coleman, Justin Dean | U.S. Army |
| ○ Lamar, Alpheus | U.S. Army |
| ○ Madsen, Jesse Peter | U.S. Army/Marine Corps |
| ○ Makar, John | U.S. Army |
| ○ Seija, Ricardo | U.S. Army |
| ○ Suarez, Miguel Angel | U.S. Marine Corps |
| ○ Williams, Clarence | U.S. Army |
| ○ Wyche, Megan | U.S. Air Force |
| ○ Williams, Christian B. | U.S. Marine Corps (Example) |

Day 3 – Classroom initial presentation on the individual Veteran

Lesson Overview:

During this lesson, cadets will present a 5–7-minute presentation on their individual Veteran using Microsoft PowerPoint or Google Slides. The slides should answer the questions presented on Day 2. If possible, cadets should try to provide a photo of the Veteran from open sources. See the following examples and encourage your students to reference them as they create their presentations. Please note these were compiled with help from the family of Christian B. Williams. The second example serves as a tribute to his life and service, and will likely not be the level expected from high school students.

- [Example PowerPoint Presentation for Christian B. Williams \(USMC\)](#)
- [Christian B. Williams \(USMC\) Tribute PowerPoint Presentation](#)

Day – 4 Visit to Florida National Cemetery Bushnell

Lesson Overview:

Cadets will take a field trip to Florida National Cemetery in Bushnell, FL. The goal is to conduct a mini orienteering event using a map of the cemetery. The cadets will find each

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grave, congregate at the headstone, provide some background on the Veteran, conduct the coin ceremony, and move to the next grave.

This is where the cadets will present their two-minute brief of their Veteran.

Ensure orienteering training has taken place. (The orienteering event is designed to add some additional training for the cadets.)

Orienteering is a competitive international sport that combines navigational skills and racing while using a map and compass to navigate from one point to another. The challenge to this sport is not just finishing the race the fastest. Selecting the route, reading the map, and making on-the-spot decisions make it a mental sport. Due to the solemnity of the environment and educational nature of this field trip, cadets will set aside such competitive aspects.

In order to modify orienteering to the purpose of this field trip, teacher will go out before the event to do the following: set up the course according to the list of Veterans, prepare the map and mark each point, and obtain the distance. Teacher will then organize the cadets into small groups. They will be issued a compass and map. Once the map has been oriented to the location, they will use their compass for direction and use the distance according to the scale of the map. The cadet assigned the Veteran will be responsible for finding that Veteran's headstone. The course will be challenging with regard to distance.

For further information regarding National Cemetery etiquette, and conducting a memorial coin ceremony, [view this presentation](#).

Bibliography for Further Reading/Teacher/Student Use

"Costs of War." Watson Institute International & Public Affairs. Brown University, Accessed September 20, 2023. <https://watson.brown.edu/costsofwar/>.

"Factsheet: War on Terror." Bridge: A Georgetown University Initiative. August 1, 2023. <https://bridge.georgetown.edu/research/factsheet-war-on-terror/>.

"Global War on Terror." George W. Bush Presidential Library. National Archives, Accessed September 20, 2023. <https://www.georgewbushlibrary.gov/research/topic-guides/global-war-terror>.

Minear, Larry. "The U.S. Citizen-Soldier and the Global War on Terror." Feinstein International Center. Tufts University, September 20, 2007.

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<https://fic.tufts.edu/publication-item/the-u-s-citizen-soldier-and-the-global-war-on-terror>.

UCF VLP Global War on Terror Bibliography

<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-GWOTBibliography.pdf>.

"U.S. Military Operations in the Global War on Terror: Afghanistan, Africa, the Philippines, and Colombia." Congressional Research Service. January 20, 2006.

<https://crsreports.congress.gov/product/pdf/RL/RL32758/5>.

Veterans Legacy Program- Serving in the Military Post 9/11 Notes

While watching the Veterans Legacy Program video, answer the questions below.

What did you think about when you watched the airplanes hit the first World Trade Center building?	
What were the feelings of people watching the airplanes hit the towers and as they fell?	
What did you think about the last phone calls made from the airplanes?	
What did the Veterans say about why they decided to serve?	
Who were the terrorists?	
Why do you think they decided to attack America?	
Were these attacks successful in changing Americans' mentality toward Islam and the Middle East?	
What happened after the attacks?	



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Veteran Research Notes

Using the primary source packets provided to you as well as additional research, you will create a presentation about your assigned Veteran. Answer the questions below to help you organize your research.

Where and when was this Veteran born?	
List important details about this Veteran's early life. Think about where they grew up, where they went to school, their families, etc.	
What branch of the military did this Veteran serve in?	
How long did this Veteran serve?	
What was their Military Occupational Specialty?	
Where did they serve?	
List any key events the Veteran participated in.	
What did the Veteran do after their service (if applicable)? What is their legacy?	
What is your final assessment of this Veteran?	



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Veteran Research Presentation Rubric

	4 – Excellent	3 – Good	2 – Fair	1 – Needs improvement
Content/ Details	<p>Answered essential questions.</p> <p>Strongly supported related details.</p> <p>Well organized from beginning to end.</p>	<p>Answered essential questions.</p> <p>Loosely related details.</p> <p>Organized from beginning to end.</p>	<p>Partially answered essential questions.</p> <p>Not well supported with details.</p> <p>Uneven organization from beginning to end.</p>	<p>Essential questions not answered.</p> <p>Details not complete.</p> <p>Lack of organization or flow.</p>
Delivery	<p>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</p> <p>Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</p> <p>Speaks in complete sentences using formal English, and content specific vocabulary</p>	<p>Consistent use of direct eye contact with audience, but still returns to notes</p> <p>Speaks with satisfactory variation of volume and inflection</p> <p>Speaks in complete sentences using formal English</p>	<p>Displays minimal eye contact with audience, while reading mostly from the notes</p> <p>Speaks in uneven volume with little or no inflection</p> <p>Speaks in complete sentences with partial use of formal English</p>	<p>Holds no eye contact with audience, as entire report is read from notes</p> <p>Speaks in low volume and/or monotonous tone, which causes audience to disengage</p> <p>Speaks in incomplete sentences</p>
Product	<p>Final product is complete, accurate, and contains added elements that enhance the overall project</p>	<p>Final product is complete, accurate, and is visually appealing</p>	<p>Final product is complete, but limited in detail and effort</p>	<p>Final product is incomplete, missing key parts, or lacking effort</p>
Participation	<p>Participates in discussions and group activities and maintains positive peer relations</p>	<p>Participates in discussions and group activities when requested and is working to develop positive peer relations</p>	<p>Attempts to participate in discussion and activities and is challenged in maintaining positive peer relations</p>	<p>Not participating or requires a lot of prompting to participate in discussion and activities</p>



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