

UCF Veterans Legacy Program Curricular Materials



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Lesson Title	The Forgotten Heroes - African Americans in World War I
Grade(s)	11th (specifically), some 10th and 12th graders
Time (Minutes/ Days)	5 - 47 minute classes

Lesson Overview

Students will understand the significance of African Americans' contributions to the war effort in World War I, what they hoped to gain from those contributions, and why they were "forgotten."

Essential Questions

1. What were African Americans' contributions to the war effort during World War I?
2. What did African Americans hope would be accomplished by helping with the war effort?
What was life like for African Americans before, during, and after World War I? Did it change at all? How and why?
3. Was the way African Americans get treated differently while serving? How and why?
4. Why do we say the contributions of African Americans were "forgotten?"

Florida State Standards

SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

SS.912.A.4.8 Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

SS.912.A.4.9 Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women, and dissenters in the United States.

SS.912.A.5.6 Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

SS.912.A.5.7 Examine the freedom movements that advocated civil rights for

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African Americans, Latinos, Asians, and women.

SS.912.A.5.8 Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African-American experience.

SS.912.A.5.9 Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

SS.912.A.5.12 Examine key events and people in Florida history as they relate to United States history.

Required Materials

- UCF VLP website - "The Forgotten: African American Soldiers in World War I" - We will be using this part of the VLP website to do research on the African American experience before, during, and after World War I. (<https://vlp.cah.ucf.edu/wwi/forgottenwwiaa.html>)
- UCF VLP- Mini Tour Hidden Heroes: Finding the Forgotten.
 - Powerpoint (<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-MiniTourAfricanAmericanPP.pdf>)
 - Notes (<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-SANCMiniTourAfricanAmericanNotes.pdf>)
- Note Taker (See Below)
- Sample Discussion Questions Day 2 (See Below)
- Project Rubric (See Below)

Learning Objectives

Students will:

- Use their prior knowledge about World War I from the World War I lessons in the previous week to aid in their research about the African American experience.
- See how African Americans were treated before, during, and after World War I, and the similarities and differences between those periods.

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- Do research on the impact World War I had on African Americans and their fight for equality in the United States.
- By the end of the lesson, understand why African Americans are called "the Forgotten".
- Take a mini-tour online of the "Forgotten" section of the Saint Augustine National Cemetery.

Procedure

Day 1:

- Teacher will introduce the week's topic: African Americans - The Forgotten Soldiers of World War I
 - Ask students what forgotten means, and, based on their knowledge from last week's lesson on World War I, why African Americans might be called "forgotten."
 - Push students to think, as we learned a great deal about the impact African Americans had on World War I - before, during, and after the war, and abroad and at home.
 - Class discussion should take just a few minutes, and no conclusive decision should be made. This is just a time for students to brainstorm and begin thinking.
- The teacher will then guide students to the UCF VLP website, and tell students that this website will be our guide to exploring the answers to the question of why African Americans' impact on WWI is often considered "forgotten."
 - Once on the website, the teacher will guide students to the "Forgotten" section of the VLP website
 - The teacher will then guide students to the World War I portion of the "Forgotten"
- Once all students are in the appropriate section on the VLP website, then we can begin our lesson.
- Tell students that today, we will just be focusing on a mini-tour of the Saint Augustine National Cemetery, in its "forgotten soldiers" section. We will be looking at individual soldiers in this section, including their contributions, similarities, differences, and the impact of their placement in the cemetery.
 - To do this, students will be guided by you in exploring individual names and stories on the VLP website, as well as Google Maps and maps from the cemetery itself to place soldiers in their corresponding sections.
 - Students will use the Note Taker as they go through the mini tour and Veteran list to fill out information about three Veterans from

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WWI of their choice.

- Students should start with the Hidden Heroes: Finding the Forgotten mini tour and use the Note Taker to explain the role of African Americans in WWI. Then they will take notes about the two sample Veterans in the tour: Wilbur Forward and Jason Waitman.
- After the mini tour, they should choose 3 Veterans on the list on the Forgotten page of the UCF VLP website.
 - The list on the bottom of the Forgotten section of the website has numerous Veterans to choose from. Students must find a Veteran who has both a biography and a source packet. They should use both resources to fill out their note taker.
 - List of optional Veterans:
 - Stanley Copeland
 - Charles Crummer
 - Jack Doberson
 - Andrew Jackson
 - Will Johnson
 - Willie Lee Jones
 - Eddie Landrum
 - Nelson Mullin
 - Commodore Isaac Murray
 - Alphonso Primis
 - Edward Rowe
 - Thomas Savage
 - Ben Underwood
 - Buster Williams
 - Crozier Williams
 - Joseph Williams
- The goal of this activity is both to personalize the lesson for students by learning about real and individual people, and to serve as a reminder for students about the realities of racism not just before and during WWI, but also how it endured even after the heroism of these individual soldiers.
- You should spend the rest of the day exploring the cemetery and the individual stories of the chosen Veterans as much as possible, allowing for any questions and (appropriate) class discussions.
 - Should you believe you need more time, you can always spend more time on this exploration of the cemetery tomorrow, as there is some flex time in tomorrow's lesson.

Day 2:

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- Remind students of yesterday's exploration of the Saint Augustine National Cemetery, and its "forgotten" section.
 - This is also a time when you can continue that mini-tour and examination of the students' chosen Veterans should you have not had enough time/want to take more time today
- Have a class discussion about the impact of that tour and the people we learned about and discussed.
 - Guide students to remember the impact of the soldiers' placements in the cemetery and its importance for the week's topic, should they not be able to get there on their own
- Once the discussion is complete, you can move on to the next part of the lesson, which will again take place on the UCF VLP "Forgotten" website.
 - Remind students how to get to the appropriate section.
- Tell students they will be given around 5 minutes to explore the VLP website. Allow students to click on any links. This is a time to explore and find out what is relevant to each student.
 - Once students have had the appropriate amount of time to explore, ask students what they were drawn to first, and the links that they felt were most compelling. Lead a discussion where students can openly talk about what interests them and why.
- Following the class discussion, you can explore the website as a class, allowing you to point out that, much like our discussions of prior historical topics, we will be looking at the before, during, and after of history when looking at why African Americans could be considered forgotten.
 - The VLP website does a great job of providing background information on how African Americans were treated before World War I, during, and after.
 - Make sure that students are beginning to understand why African American contributions are considered forgotten and why, without being too obvious about it.
 - Once you have explored the links you believe are most relevant, then you can have a discussion. Ask students if any light bulbs have gone off about the topic at hand. What were they thinking at the beginning of the lesson, that may have changed now that we have explored and discussed together as a class.
- After discussions have died down, tell students that for the remainder of the week, they will be using the UCF VLP website to further explore this topic, working together in groups of 3-4.
 - Each group will be chosen based on interest, whether the students are more interested in what African Americans were experiencing before, during, or after World War I
- Spend the remainder of the class period helping students create their

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groups, making sure that students do not just pair off with their friends, but are truly making a decision based on interest, as they will get much more out of the rest of the week's activities if they are truly interested in the topic. Make sure to write down the groups and their members so that they can quickly get together for tomorrow's activity.

Day 3:

- Start the day with groups and group members listed on the board so that students can find their group mates from yesterday and the class can quickly get started on the day's activity.
 - If students were absent yesterday, have them sit together in (a) group(s) and wait to be sorted til the other students have begun the activity. They will need a quick briefing on the week's topic and how to explore the VLP website before they can begin.
- Once students are in their groups, have them get out their laptops and remind them how to get to the "Forgotten" section of the VLP website.
 - Make sure students go to the World War I section, as there are other portions of the Forgotten.
- Give students a few minutes to get their laptops up and running, and then have them take another few minutes to talk as a group and remind themselves of their interest (African American experience before, during, or after World War I)
 - During this time you can be doing the briefing of absent students, if needed, and/or listening to discussions and guiding groups.
- After appropriate discussion time (no more than 5 minutes), let students know that this is a group project that can take the form of any medium they would like (art, music, video, pictures, essay, powerpoint, poster, etc.). This is for them to explore, learn, and think in whatever way they feel comfortable.
 - Students will be graded on just three things:
 - Their project is a well-thought out, in-depth, and comprehensive look at the lives of African Americans in their chosen time-period (before, during, or after WWI)
 - They use the UCF VLP website for a majority of their research (the only group that might struggle is the "before WWI group as there is not a ton of information on the VLP website about that) and cite their sources (does not need to be in any particular format unless you would like it to be, just want to make sure where they are getting their information from)
 - Students are able to both present and answer questions on their project
- Give students time to brainstorm and come up with their chosen topic and the medium in which they will present their findings.
 - Allow students the opportunity to be flexible with groupings at this

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stage, but remind them that once they have presented their topic, medium, and names of group members, there is no changing groups.

- By about halfway through the class period, all groups, topics, and mediums should be finalized and work should begin.
- Let students know they will have today and tomorrow to both complete their research and complete the project, as they will present on Friday.
- Walk around the room and guide student discussions and make sure students are staying on task.

Day 4:

- Students will continue researching and building their projects.
- Make sure by about 15 minutes in that if students have not started on whatever medium they are using for their project they begin.
 - They had over half of a class for research yesterday, so many students will have already started their medium yesterday or at the beginning of class today, but some may need the reminder.
- Make sure you are walking around the room and guiding the groups
 - Students may need a reminder of what they will be graded on, and be making sure that they are including relevant information.
- Students should have the entire class period to perfect their projects and begin practicing for their presentations.

Day 5:

- Today, students will be presenting their projects.
 - Depending on class size, the presentations could take a good chunk of the class time.
 - Assuming there are 6-8 groups, and each presentation takes approximately 3-5 minutes, most classes should be done with presentations in 20-30 minutes.
- Make sure students go in order of topic (Before WWI first, during second, and after third)
- As the students present, the rest of the class should take notes on each presentation in the Note Taker.
- The remainder of the class period can be used as a discussion of the week's topic. Knowing all of this information from both the exploration of SANC on Day 1, looking through the VLP website on Day 2, and the presentations today: Why were/are African American contributions to World War I considered forgotten?
 - Make sure students understand the answer to the questions we are looking for (Very little changed for the lives of African Americans following their heroism at home and abroad during WWI. In fact, in many ways life for African Americans got worse. African Americans were exposed to what an equal life could be like while serving with Europeans overseas.), while not discounting equally correct and

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appropriate responses to the topic.

Bibliography for Further Reading/Teacher/Student Use

UCF VLP website is where students will spend the most time, make sure you are well-versed in the VLP website (how to navigate it, what is most relevant to the topic, have tabs open for easy and quick maneuvering throughout the lesson.

Should you have time, or need additional background knowledge presented to students before beginning this lesson, there is a great video on the African American experience before, during, and after WWI on YouTube:
<https://www.youtube.com/watch?v=YliPRfjlzdE&t=9s>

“The Forgotten Heroes of World War I: Guided by the UCF VLP project and Saint Augustine National Cemetery” Lesson Notetaker

Day 1

1. What does the word “forgotten” mean to you?

2. Thinking about our lesson last week about the causes, course, and consequences of World War I, why might African Americans be considered forgotten?

Go to the [Hidden Heroes: Finding the Forgotten](#) mini-tour on the UCF VLP Website. Start on slide 12 to learn about African Americans in WWI. Using slides 12 and 13, explain below the role of African Americans in WWI.



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Take some basic notes on the two WWI Veterans in the mini tour: Wilbur Forward and Jason Waitman.

Name	Wilbur Forward
Early Life	
Military Service	
Post-War	



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Name	Jason Waitman
Early Life	
Military Service	
Post-War	



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For this next section of the lesson, you will need to [go to the “Forgotten” section of the UCF VLP website](#). You will also need to go to Google Maps and find the Saint Augustine National Cemetery. We will be using both throughout our lesson today. We will be exploring the lives of Veterans today, using both of these websites. As we explore, you will fill in the following information for Veterans on the Forgotten website that have both a biography and a source packet. You can choose from the following Veterans:

- Stanley Copeland
- Charles Crummer
- Jack Doberson
- Andrew Jackson
- Will Johnson
- Willie Lee Jones
- Eddie Landrum
- Nelson Mullin
- Commodore Isaac Murray
- Alphonso Primis
- Edward Rowe
- Thomas Savage
- Ben Underwood
- Buster Williams
- Crozier Williams
- Joseph Williams



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Veteran 1

1. Name: _____
2. Date and Place of Birth: _____

3. Place in Saint Augustine National Cemetery (section and number):

4. Significance to the War Effort: _____

5. Significance to you (Why did you choose this Veteran to take notes on, over the others?): _____



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Veteran 2

1. Name: _____
2. Date and Place of Birth: _____

3. Place in Saint Augustine National Cemetery (section and number):

4. Significance to the War Effort: _____

5. Significance to you (Why did you choose this Veteran to take notes on, over the others?): _____



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Veteran 3

6. Name: _____

7. Date and Place of Birth: _____

8. Place in Saint Augustine National Cemetery (section and number):

9. Significance to the War Effort: _____

10. Significance to you (Why did you choose this Veteran to take notes on, over the others?): _____



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Day 2

My topic/interest based on VLP research: _____

Group Members:

1. _____
2. _____
3. _____
4. _____

Day 3

The medium we will be using for our project (PowerPoint, Art, Music, Skit, Essay, Poster, etc.): _____

Role for each member:

1. _____
2. _____
3. _____
4. _____



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Day 5

Presentation Notes:

For each presentation, you need to fill in the following information: topic, medium of presentation, 1 question you have following the presentation, 1 new thing you learned about the African American World War I experience, and, finally, how the presentation relates to our guiding question for the week (Why are African Americans World War I Veterans considered “forgotten”?)

Topic: _____

Medium: _____

Question: _____

New thing I have learned: _____

How does this relate to why African American World War I Veterans are “forgotten”? _____



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Day 2 Discussion Questions for Teachers

1. Thinking about our lesson yesterday (exploring SANC and looking at 5 veterans on the VLP website), Why do we call African American WWI veterans the “forgotten”?
 - a. Could also guide them in their thinking if they are struggling. Ask them to think about the placement of African American WWI vets in SANC. Or remind them about the accomplishments of AAs during WWI, then remind them how much they had heard about before our lessons last week and yesterday.
2. “Now that you have had some time to explore the UCF VLP website on your own, think about what interested you the most.” Should there be a lull or students are shy or unclear, you can provide more guiding questions: “What titles and issues were you drawn to? Did you explore the readings at the top of the page? Did you research more veterans? Was there a specific topic or issue you were invested in?”
3. “Remember, our guiding question for the week is why are African Americans who helped with WWI considered forgotten?” Ask students to tell you if following their exploration of the VLP website on their own the answer to this question is clearer, more confusing, or do you feel about the same?
 - a. Depending on the answers to these questions, and each class will be different, you can gauge how much or how little additional research as a class you will need to commit to. Make sure either you or the students hit all of the major reasons why African Americans are considered forgotten: racism of the time led to less press about their accomplishments, being hidden in the back of the cemetery meant fewer people would see their graves and remember them and their accomplishments, African Americans were not part of many major missions because of racism, etc.



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4. "Now that we have explored the VLP website and SANC together as well as on your own, I want you to really think about what most interests you about this topic. Really think about it, as this will be your guide for the rest of the week's work. (appropriate discussion/thinking time) Okay, in thinking about this, I want you to write down this interest/topic in your note taker we started working on yesterday. (appropriate time for students to write this down) Now that you have your topic in your head, I want you to walk around the room and find 2 to 3 other students with the same/similar topic. If you need help or are unsure, I will be walking around the room with you to help."



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Rubric for World War I Research Project

<p>The project includes information from before during AND after World War I - 30 points (10 points off for each era not included)</p>	<p>_ / 30</p>
<p>The UCF VLP website in the main resource used/cited/all sources used are cited - 20 points, 10 points for the VLP website being used most and 10 points for citing any other sources (will lose all 10 points if VLP website is not the main source and 1 point for each uncited source)</p>	<p>_ / 20</p>
<p>The project is organized and legible, and the intent of the project is clear - 20 points (will lose points for sloppiness/unclear topic)</p>	<p>_ / 20</p>
<p>The presentation of the project is well thought out and students clearly show a knowledge of the topic and passion for the project - 30 points</p>	<p>_ / 30</p>
<p>Team survey (Teacher will pull students aside for an interview to make sure each team member did their appointed job and contributed to the project in as equal a way as possible) - Potential to lose up to 50 points depending on results of interview and observations of teacher throughout the project work/presentation days</p>	<p>-</p>



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