

Veterans Legacy Program Curricular Materials



VA



**U.S. Department
of Veterans Affairs**
National Cemetery
Administration



UNIVERSITY OF CENTRAL FLORIDA

**Department
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Grade(s)	10th Grade
Time (Minutes/ Days)	45 minutes daily - 4-5 days

Lesson Overview

Students will be introduced to the background of the Vietnam War era, its contributing factors and the social controversy it raised from the 1950s-70s. This will include primary and secondary sources. Students will also be introduced to the Vietnam Veteran experience, including a “sample” Veteran whose legacy contains themes of overcoming difficulty and serving their community. In response, students work in small groups to learn about various Vietnam-era Veterans who are buried in the Cape Canaveral National Cemetery. Based on the provided resources and independent research, each group will create a multimedia presentation to honor their assigned Veteran’s life and legacy. Information should emphasize the hardships they faced, what they overcame, and how they served their communities after military service. Groups will take turns presenting to the class and students will have the opportunity to reflect on what they’ve learned.

Essential Question

From learning about Vietnam War Veterans, what can we learn about overcoming hardship and building legacies?

Florida State Standards

- 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.
- 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.6.14 Analyze causes, course, and consequences of the Vietnam War.
- SS.912.A.7.10 Analyze the significance of Vietnam and Watergate on the government and people of the United States.

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Required Materials

- [Vietnam War PowerPoint](#)
- Veteran Source Packets
 - [Donald David Ford](#)
 - [Aurelia Alexandria Dzikas Bremer](#)
 - [Gil Ramos Rivera](#)
 - [Elaine Yvonne Peplinski Casteel](#)
 - [Michael Perez Jr.](#)
 - [Alene Duerk](#)
- Smartboard
- Note-taking worksheet (see below)
- Pens/pencils
- Highlighters
- Student computers with internet access
- Group Planning Sheet (see below)
- Presentation Reflection Worksheet (see below)

Learning Objectives

1. Utilize a variety of primary and secondary sources to understand the historical Vietnam War period, analyzing its significant impact on Vietnam Veterans.
2. Use multiple sources to learn about the lives of selected Vietnam Veterans and synthesize your findings.
3. Create a digital presentation of your selected Veteran and orally present it with logical organization, credible evidence, and a clear perspective of his/her life and legacy.

Procedure

DAY ONE

Topic: Introduction to the Vietnam War

Essential Question: What was the Vietnam War, and how did it impact the people of the United States?

Introduction and Hook (10 minutes)

1. Begin with a thought-provoking question related to war and its consequences.
2. Show a brief video clip or image related to the Vietnam War to capture students'

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attention.

3. Hand out provided note-taking worksheet (below) for students to keep track of interesting information.
4. Introduce the lesson focus: The Vietnam War and its Veterans' experiences. Explain that the world can go through very difficult times, but how we persevere makes all the difference.

Lecture and Discussion (20 minutes)

1. Use the Vietnam War Powerpoint to provide a condensed overview of the Vietnam War.
2. Discuss the main effects of the war on American society, including social, political, and cultural changes.
3. Take questions as they come from students and allow for brief class discussion.
4. Identify primary and secondary sources as needed.
5. Encourage students to take notes.

Exit Slip (5 minutes)

1. Instruct students to ensure they have at least five facts written on their worksheet.

DAY TWO

Topic: The Vietnam Veteran Experience

Essential Question: How did serving in the Vietnam War affect Veterans?

Reflection and Warm-up (10 minutes)

1. Start with a quick recap of the previous day's discussion on the effects of the Vietnam War. Redistribute note-taking sheets.
2. Explain to students that we will be looking closer into the war's effect on Veterans, and "meet" one. Encourage them to continue taking notes.

Lecture: Veteran Experience (20minutes)

1. Continue the Vietnam War slide deck, which includes information on the challenges faced by Vietnam Veterans. This includes physical and mental health issues, public perception, and reintegration. Identify primary and secondary sources as needed.

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Group Assignment and Research (25 minutes)

1. Divide students into small groups of five and assign each group a Vietnam Veteran to research:
 - a. [Donald David Ford](#)
 - b. [Aurelia Alexandria Dzikas Bremer](#)
 - c. [Gil Ramos Rivera](#)
 - d. [Elaine Yvonne Peplinski Casteel](#)
 - e. [Michael Perez Jr.](#)
 - f. [Alene Duerk](#)
2. Provide students with the required biographical information to start their investigation, as well as their Group Planning worksheet.
3. Instruct students to spend the rest of the class reviewing the information provided.

DAY THREE

Topic: Your Assigned Veteran

Essential Question: What can I learn about the life and legacy of my assigned Veteran?

Research Session (25 minutes)

1. Have small groups reconvene and continue investigating provided materials for their Veteran.
2. Allow computer access for groups to look up additional information. Remind them to use their Group Planning Sheet.
3. Circulate the groups to encourage momentum and correct processes as needed. Prompt discussions of the difficulties their Veteran must have faced and the life they led afterward.

Google Slide Presentation Creation (25 minutes)

1. Direct groups to begin plugging their research into a presentation of their choosing. They can use tools such as Google Slides, PowerPoint, Canva, etc. All students should work collaboratively on their own devices.
2. Student presentations must include the following:
 - a. Title slide with the Veteran's name & an image (if possible, a photo of the Veteran, but this may not be feasible for everyone.)
 - b. Early Life slide that focuses on the Veteran's family and life before service.
 - c. Military Service slide that focuses on the time the Veteran spent in the military.
 - d. Post Service & Legacy slide that looks at what the Veteran did after their time in the military and what legacy they left.

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- e. What Does This Mean to Me? Slide that explains what the students took away from the life of the Veteran they researched (each student should write their own individual response.)
 - f. Each slide should have at least one image related to the information on the slide.
3. Emphasize the importance of concise text, visuals, and accurate evidence from research.

DAYS FOUR-FIVE

Topic: Presenting Your Veteran

Essential Question: What is the importance of overcoming difficulty and building a legacy?

Group Presentations (40 minutes)

1. Distribute the Presentation Reflection Worksheet, either on paper or digitally.
2. Set ground rules for class presentations (listening, taking notes, applause, saving questions for the end.)
3. Begin presentations. Each group will present their Veteran's biographical presentation to the class. Students should continue to take notes of anything interesting or striking.
4. Spend a few minutes at the end of each presentation to allow students to provide positive and/or constructive feedback.

Class Discussion and Reflection (10 minutes)

1. At the conclusion of all presentations, facilitate a short class discussion of what they've learned through the week. Ask prompting questions as needed, related to Veteran experience, the difficulties of war, and the impact of perseverance.
2. Direct students to silently complete the Reflection Worksheet questions.

Note: Presentations may take more than a day. Time can be extended to five days as needed.

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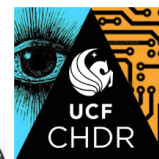
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Please replace "Title of Video," "Duration," and the publ

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"Women Veterans Share Their Experiences During the Vietnam War." YouTube video, 12:05. Published July 15, 2020. URL: <https://www.youtube.com/watch?v=NhdKObnSSmk>.

Remembering and Honoring Veterans: Vietnam War Notes

Name: _____

Date: _____

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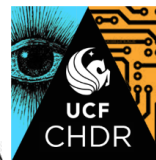


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Group Planning Worksheet

Team Members

- 1.
- 2.
- 3.
- 4.
- 5.

Presentation Template

Veteran Name: _____

Birthplace: _____

Birthdate: _____

Early Life

Family Background: _____

Education/Work Experience: _____

Enlistment:



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Military Service

Branch: _____

Service Locations: _____

Experiences: _____

Personal Challenges: _____

Post-War

Effects on Post-War Life: _____

Achievements: _____

Awards or Honors Received: _____

Contributions to Community: _____

Career and Family: _____

Legacy: _____



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Reflection Worksheet: Remembering and Honoring Veterans

NOTES

REFLECTION

Summarize: In a few sentences, summarize the main insights and key takeaways you gained from the group presentations about Vietnam Veterans and their experiences.

Reflect: Why is it important to remember and honor the experiences of Veterans? What can we learn about overcoming difficulty and building a legacy?



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