

Veterans Legacy Program Curricular Materials

Florida Soldiers in World War I France Biography Poems

Grade(s): 11th grade (can be adapted for any grade level)

Time (minutes): 3-50 minute class periods

Lesson Overview:

Students will be introduced to the lives of 15 soldiers who fought in France during World War I, Students will be learning about these ordinary men who answered the call to fight for their country. These men made important contributions to our nation's history. These biographies will bring a different perspective of the past to the students.

Relevant Social Studies Standards:

Next Generation Sunshine State Standards (NGSSS) issued by the Florida Department of Education for Social Studies:

- 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.W.1.6-Evaluate the role of history in shaping identity and character.

Required Materials:

- Biographies of 15 Florida veterans, available at UCF VLP Website at <https://vlp.cah.ucf.edu/wwi/floridafrancewwi.html>
 - Sample Biography – Leroy Ian Brandon (<https://vlp.cah.ucf.edu/biographies/amac/BTM-0-IBRANDON-F.html>)
- Teacher created sample poem (see procedures for an example)

Learning Objectives:

- The students will understand how to read a biography.
- The students will understand the choices and sacrifices these men made.
- The students will be using reading and writing skills.

Special Vocabulary: veteran, biography, Meuse-Argonne, Aisne-Marne

Procedures:

1. Discuss what a Veteran is? Show the students Leroy Ian Brandon's biography and discuss the different sections.

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2. Students will create a biography poem. This poem will be about themselves. It does not have to rhyme. Students will brainstorm the following:
 - 3 words that describe them
 - What they enjoy doing?
 - Things they can do/Accomplishments
 - What they feel?
 - What they wonder about?
 - What they fear?
 - What they care about?
 - What they dream of?

The teacher should create a poem about themselves to share and model. Example is shown below. After students have written their poems, have them share with the class.

Stacy

Caring, creative, fun-loving

Lover of dogs, especially chihuahuas, homemade desserts, and great movies

Who wonders what the future might hold

Who fears that we will not have enough beautiful lands

Who feels happy and content when she is reading a book

Who cares about abandoned animals and the loss of bees

Who dreams of moving to Montana some day and living in the mountains!

3. Students will choose a biography from the list of 15 men and write a biography poem about their chosen veteran. Student will answer the following questions and gain knowledge about their chosen veteran as though they were interviewing them. They will answer the following questions and can infer some based on their knowledge of veterans and World War I:
 - 3 words to describe their veteran
 - What was their job before they went to war? Did they enjoy any hobbies?
 - Accomplishments/Achievements
 - What do you think they felt before and during the war?
 - What do you think they feared?
 - What happened to them?
4. Students will transfer this information in a creative way chosen by them to display their biography poem. These poems should be presented by each student to the class.