

Veterans Legacy Program Curricular Materials



VA



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



UCF

UNIVERSITY OF CENTRAL FLORIDA

**Department
of History**



Grade(s)	2nd grade
Time (Minutes/ Days)	2 weeks

Lesson Overview

Students will be able to define primary and secondary resources and examine them to create an interactive timeline to outline the events of Veterans who participated in World War I.

Essential Question

What significant contributions did Veterans make through their service and in their communities after their military service?

Florida State Standards

- S.S.2.A.1.1 Examine primary and secondary resources
- SS.2.A.1.2 Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
- S.S.2A.3 Chronological thinking
- S.S.2A.3.1 Identify terms and designations of time sequence
- S.S.2.C.G.2.2 Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.
- SS.2.CG.2.3 Explain how citizens demonstrate patriotism.
- SS.2.AA.1.1 Identify African Americans who demonstrated civic service

Required Materials

- Computer
- [Canva](#) (Accounts are free!)
- Source Packets and Biographies for Veterans (the ones included in this lesson are listed below- please note not all of the Veterans have both)
 - Mary Bristow-Humbeutel
 - Buster Williams
 - Jane Gadde
 - Estevan Rojo
- KWL Chart

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- Primary vs. Secondary Sources Anchor Chart
- Primary vs Secondary Sources Sorting Worksheet
- Timeline Rubric
- WWI Bibliography

Learning Objectives

The student will be able to describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida

Procedure

Week 1

Day 1

Instructional Setting: The teacher will begin with an icebreaker using a KWL chart (there is one attached below for your convenience.) What is a Veteran? Do you know any Veterans? What do you know about Veterans? What do you wonder about Veterans? What do you want to learn about Veterans?

The remainder of the chart will be completed at the end of the lesson and alongside a Canva timeline project. The teacher will listen to responses and afterward show a video of Colin Powell and discuss his contributions to the world through military service.

- [Colin Powell's Military Leader Bio Video](#)

This will be the introduction of the essential question: What significant contributions did Veterans make through their service and in their communities after their military service?

The teacher will introduce the Veterans explored in this lesson. The source packets & biographies for them are linked below:

- [Mary Bristow Humbeutel Source Packet](#)
- [Buster Williams Biography](#)
- [Buster Williams Source Packet](#)
- [Jane Gadde Biography](#)
- [Jane Gadde Source Packet](#)

The teacher will introduce primary and secondary resources and how they will be used for this assignment. At this time use the anchor chart for primary & secondary sources to review the different types or use the videos linked to explain. Recommendation: Use one or the other resources to explain primary and secondary sources and rotate the next day. Both are included for your convenience.

- [Primary & Secondary Sources YouTube Video](#)

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- [Primary vs. Secondary Sources YouTube Video](#)
- Anchor Chart included below

The teacher will go over the biographical information about Mary Humbeutel to students.

After examining the primary sources,, pose the following questions to the students:

- What major accomplishment did Mary's grandmother achieve?
- What branch of the military was Mary in?
- What was Mary's role in the Navy?
- Why did she enlist in the Navy?
- What do you think motivated Mary to enlist in the Navy?
- How did Mary contribute to her community after her service in the Navy?

Day 2

Essential question: How did African Americans make significant contributions to the Wars through their service?

Review the anchor chart of primary and secondary sources or use the videos that were linked above (use the opposite of what you used the previous day.)

Today introduce Buster Williams by reading his biography.

- [Buster Williams' Biography](#)

After reading, pose the following questions to the students:

- What branch of the military was he enrolled in?
- What occupation did he have prior to joining the Army?

The teacher will introduce the interactive timeline project to students through Canva. At this time students will get a chance to view the primary and secondary sources for Buster Williams. Have students examine primary sources in the source packet and then look at the example of the timeline.

- [Buster Williams Source Packet](#)
- Sample Buster Williams Timeline Project Below

Day 3

Essential Question: What significant contributions did female Veterans make to the Wars through their service?

The teacher will introduce and read the biography of Jane Gadde.

- [Jane Gadde's Biography](#)

After reading, pose the following questions to the students:

- What occupation did Jane train in early in her career before she entered the military?
- What branch of the military did Jane enlist?
- What occupation did Jane choose? Why was Jane considered a role model?
- What was so unique about Jane's military career?

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- How was she recognized later in life at the end of her military career?

If time permits, give students the primary source packet for Jane Gadde so they can begin to examine the sources.

- [Jane Gadde Source Packet](#)

Day 4

Game Day: Is it a primary or secondary source?

In addition to the primary source packets, give students the WWI secondary source bibliography.

- [WWI Secondary Source Bibliography](#)

The teacher will make a hard copy of any resource packets that have been discussed this week and cut the images out. For secondary sources, focus on the public history websites that students can use in the classroom. Print screen shots for students. Label a sheet of paper: primary source and secondary source. Students can work in pairs to determine what printouts are primary or secondary sources by placing their source on the labeled sheet. Afterward, the teacher will discuss with students why each is considered a primary or secondary source.

Alternatively, use the primary vs. secondary source sorting sheet included below. Students will define both primary and secondary sources in exactly six words, and then list the titles of the documents that fall into each category. The teacher may want to include several additional examples of secondary sources. This can be as simple as including words such as textbook, biography, etc.

Day 5

Essential Question: What significant contributions did these Veterans make through their service and in their communities after their military service?

The teacher will have students choose their Veteran to complete their Canva timeline today. They can choose any of the Veterans that are listed below.

- Jane Gadde
- Mary Humbeutel
- Estevan Rojo (This Veteran was not previously used in this lesson. This would be a great Veteran to include to also go over Hispanic Veterans if the teacher wants to spend a day on his bio and source packet. It could also be a way to adapt the lesson for gifted students to interact with new material they have not previously seen to ensure their understanding of the different types of sources.)
 - [Estevan Rojo Biography](#)
 - [Estevan Rojo Source Packet](#)

The teacher needs to ensure that all images from the source packets are easily accessible to students so they can put them into their Canva projects.

The teacher will help the students become familiar with Canva.

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- The teacher will help the students create their free accounts.
- The teacher will model using Canva to create a timeline or use the one that was used previously in the lesson.

Wrap up the lesson by referring back to the KWL chart used on the first day of the lesson. Students will fill in what they learned so far about Veterans. Encourage students to continue using this chart while they research their chosen Veterans for their timelines. A rubric for the project is included below.

Week 2

Students will have time in class and at home to complete their timelines of their Veterans. At the end of the week, have students present their timelines to the class.

VETERANS

K

What I
Know

W

What I
Wonder

L

What I
Learned



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PRIMARY SOURCES

Words or images from
eyewitnesses of an event



- diary
- speech
- interview
- video
- autobiography
- photograph
- architecture
- newspaper article
(from the time of the
event)
- original artwork
- birth certificates
- draft registration cards
- interment cards
- census records
- marriage license

SECONDARY SOURCES

Words or images from after
an event has occurred

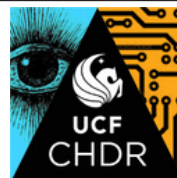


- newspaper
article (written
after the event)
- textbook
- biography
- encyclopedia
- journal article
- website

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PRIMARY SOURCES

Say it in 6: What is a primary source?



List the titles of all the primary sources below.

SECONDARY SOURCES

Say it in 6: What is a secondary source?



List the titles of all the secondary sources below.



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VETERAN TIMELINE RUBRIC

Criteria	Points	Comments
Every event is labelled with a year (4 events min.)	/10	
Events are listed in chronological order	/10	
Title and description (1-3 sentences) for each event	/10	
Picture included for each event	/10	
Neat, creative, and colorful	/10	

Overall Score: /50

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Buster Williams

WORLD WAR I

Form 1 12905 REGISTRATION-CARD No. 83

1 Name in full Buster Williams Age in yrs 29

2 Home address New Augustine Fla

3 Date of birth Dec 16 1888

4 Are you (1) a natural-born citizen? (2) a naturalized citizen. (3) an alien. (4) or have you declared your intention (specify which)? Natural born

5 Where were you born? Barnwell S C USA

6 If not a citizen, of what country? a citizen or subject?

7 What is your present trade, occupation, or office? Farming

8 By whom employed? W. J. Nelson

9 Have you a father, mother, wife, child under 18, or a sister or brother under 18, solely dependent on you for support (specify which)? No

10 Married or single (which)? Single Race (specify which)? Negro

11 What military service have you had? Rank None branch None years None Nation or State None

12 Do you claim exemption from draft (specify grounds)?

I affirm that I have verified above answers and that they are true.

Buster Williams
(Signature or mark)

9-2-29.A REGISTRAR'S REPORT

1 Full, medium, or short (specify which)? Medium Slender, medium, or stout (which)? Medium

2 Color of eyes Blue Color of hair? Black Build? No

3 Has person lost arm, leg, hand, foot, or both eyes, or is he otherwise disabled (specify)? No

I certify that my answers are true, that the person registered has read his own answers, that I have witnessed his signature, and that all of his answers of which I have knowledge are true, except as follows:

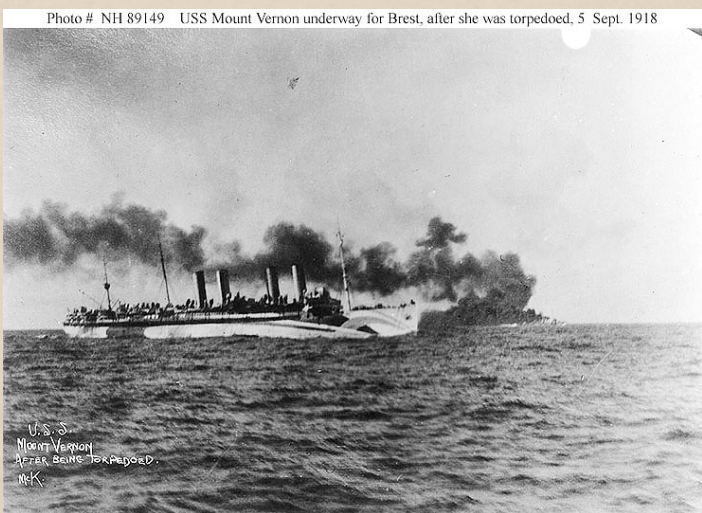
Curran
(Signature of Registrar)

Precinct 5
City or County St Johns
State Fla

James
(Date of registration)

1917 DRAFT CARD

Buster Williams' Draft Registration card when he entered into the Army.



1918 USS MT VERNON

The ship that transported Buster to France. The ship was destroyed 2 weeks after he was transported.

US ARMY INFANTRY TROOPS IN FRANCE 1918

Buster's unit supported the men at the front. These African American soldiers who fought on the front lines are wearing French uniforms.



1

Williams Buster 2,959,989 *White* *Colored.

(Surname) (Christian name) (Army serial number)

Residence: New Augustine FLORIDA

(Street and house number) (Town or city) (County) (State)

Enlisted R.A. N.C. 1888 Inducted at St Augustine Fla on June 19, 18

Place of birth: Barnwell S C Age or date of birth: Dec 16/1888

Organizations served in, with dates of assignments and transfers:
153 Dep Brig to Aug 18/18; Co D 336 Engrs to disch

Grades, with date of appointment:
Pvt 1st Sept 17/18

Engagements:

Wounds or other injuries received in action: None.

Served overseas from Aug 26/18 to July 30/19 from 1 to 1

Honorably discharged on demobilization Aug 7/19 1919

In view of occupation he was, on date of discharge, reported 0 per cent disabled.

Remarks:

Form No. 724-1, A. G. O. (For use only when not applicable) (Dates of departure from and arrival in the U. S.)

1919 WORLD WAR I SERVICE CARD

Buster's World War 1 Service card that shows his years of service and when he was discharged

1946 BURIAL

Buster Williams interment card that shows the date of his burial in St. Augustine National Cemetery

INTERMENT IN THE St. Augustine National CEMETERY ORIGINAL

TO: THE QUARTERMASTER GENERAL, WASHINGTON 25, D. C. (GA)

RELIGIOUS EMBLEM (Check One)
 LATIN CROSS STAR OF DAVID

NAME (Last, First, Middle Initial) Williams, Buster STATE Florida SERVICE DATA (Company, Regt. or other Organization or Branch of Service and Division, if any) Private First Class, Company D, 556th Engineers

RANK Private First Class SERIAL NUMBER 2959989 Div 4 FEB 5 1946

DATE OF BIRTH			DATE OF DEATH			DATE OF INTERMENT			GRAVE LOCATION	DATES OF SERVICE			
MONTH	DAY	YEAR	MONTH	DAY	YEAR	MONTH	DAY	YEAR	SEC OR GRAVE OR PLT-LOT NO.	EMPLOYMENT	DIED ON A.O.	DISCHARGE	RETIREMENT
<u>12</u>	<u>16</u>	<u>1888</u>				<u>Jan.</u>	<u>3</u>	<u>1946</u>	<u>D 47</u>	<u>6-19-18</u>		<u>8-7-19</u>	<u>None</u>

REMARKS (Authority for Interment, Pension or Claim Number, Disinterment, Etc.) DATE HEADSTONE ORDERED AND B/L NUMBER

"IAR" Telegram from OQMG, 2 January 1946 SP/YC 662
Blake Gregory OMG Washington DC.
OQMG Form #315 has been accomplished and is attached hereto.

TATE, GA. MAR 2 8 1946
6016703

SHIPPING POINT FOR HEADSTONES: Florida East Coast Railway Company

RAILROAD STATION FOR FREIGHT: St. Augustine, Florida.

POST OFFICE ADDRESS: St. Augustine, Florida.

SIGNATURE OF SUPERINTENDENT OF NATIONAL CEMETERY OR CM OF POST OR POW CEMETERY: James D. Bell

1909061019



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