

UCF Veterans Legacy Program Curricular Materials



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Lesson Title	Wax Museum: World War I
Grade(s)	3rd - 4th
Time (Minutes/ Days)	5 days, approximately 45 minutes a day

Lesson Overview

In this unit, students will learn about World War I Veterans buried in Florida National Cemeteries through a project called Wax Museum. The unit includes lessons on primary sources, comprehension activities to build background knowledge of World War I, and instructions and handouts for the students to create an informative speech and poster/slides based on the lives of their assigned Veterans.

Essential Questions

What was World War I?
What caused World War I?
What are primary sources?

Standards

- SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources
- SS.3.A.1.3 Define terms related to the social sciences.
- SS.3.CG.2.1 Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.
- SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
- ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.
- ELA.4.R.2.2: Explain how relevant details support the central idea, implied or explicit.

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- ELA.4.R.2.3: Explain an author's perspective toward a topic in an informational text.

Florida State Standards Required Materials

- Student device (laptop/iPad)
- Powerpoint/Google Slides
- Printer
- Articles & Websites
- Anchor charts
- Organizers
- Digital Escape Room (On Google Forms- PDF Below- You will need to make your own to distribute to your students)
- Veteran Packets (click on name for link to packet):
 - Grace Bevelander
 - Bertha Cornwall
 - Frank DeMeis
 - Jane Margaret Gadde
 - Robert W. Gerlach
 - Archie Hawkins
 - Christine Bailey Holmes
 - Amasa Edward Hoyt, Jr.
 - Mary Ann Taylor Bristow Humbeutel
 - William Emanuel Kirlew
 - Charles Leonetti
 - Alexander Lucas
 - Agnes Duffield Marcus
 - Carmelo Mendez
 - William Henry Oliver
 - Charles Ernest Perez
 - Marcelino Patricius Perez Jr.
 - Nelson Oren Phelps
 - Margaret Alberta Powers
 - Estevan Reana Rojo
 - Settimo Sorci
 - Gertrude Constance Witherspoon
 - Alfred William Yankow, Sr.

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- Otto O. Zwicker
- Living Wax Museum Teacher Instructions (See Below)
- Living Wax Museum Student Instructions (See Below)
- Veteran Primary Sources Notetaker (See Below)
- Wax Museum Speech Outline (See Below)
- Wax Museum Rubric (See Below)

Learning Objectives

- I can describe what a Veteran is and explain why remembering their legacy is important.
- I can analyze primary sources, such as census records, draft cards, newspaper articles, and oral history to help me learn about the past.
- I can present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
- I can compare and contrast accounts of the same event using primary and/or secondary sources.
- I can explain how relevant details support the central idea, implied or explicit.
- I can explain an author's perspective toward a topic in an informational text.

Procedure

Teacher Note: Review the Teacher Directions (see below) before introducing the project to your students. There are many online examples of Wax Museums that you can use to inspire your students. Print a copy of the Wax Museum Student Packet (See below) for each student. You may also choose to assign this digitally.

Day 1: Understanding World War I

Purpose: The purpose of this lesson is to help students learn about World War I and its major events. For many students, this may be their first time hearing of it. This activity will require laptops and internet access.

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Today's lesson is an exploration of World War I using a digital escape room!

Pre-teach Vocabulary:

Alliance: a union or association formed for mutual benefit, especially between countries or organizations

Ally: a state (country) formally cooperating with another for a military or other purpose

Trench: a long, narrow ditch

Core Lesson:

Students will need to have access to your copy of the Google Form to participate in the digital escape room. (The PDF is below. You will need to create your own Google Form with the same questions/ answers and answer validation to make it work. You must make your own so your students' responses populate in your form and you can access that data.) Teachers can decide if students work on this task independently or with partners. It is recommended that this is done in groups of 2-3 students.

Day 2: Let's Look at Primary Sources

Purpose: Today students will learn how to understand and derive information from primary sources. This is essential for them to learn about before using their Veteran packets for their Wax Museum project.

Core Lesson: Show students the [Primary source PPT](#) as an overview to guide students through a variety of primary sources and how to derive information from them.

Day 3: Veterans Deep Dive

Purpose: Today students will use primary source packets to learn about their veterans and find information to put in their Wax Museum Biography Notes.

Core Lesson: Each student should choose or be assigned a Veteran. Students will use their Veteran Packet Notetaker (found in their Wax Museum packet) and a Veteran Packet for their assigned Veteran.

Walk the students through the directions and expectations and answer

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any questions before letting students get started. As students are working in their groups, the teacher should circulate and guide deriving information from the primary sources.

Knowledge Check: Collect the notetaker.

Day 4: Veterans Deep Dive Continued

Purpose: Today students will use primary source packets to learn about their veterans and find information to put in their Wax Museum Biography Notes.

Core Lesson: Each student will continue to work on their Veteran Packet Notetaker (found in their Wax Museum packet) and a Veteran Packet for their assigned Veteran.

Walk the students through the directions and expectations and answer any questions before letting students get started. As students are working in their groups, the teacher should circulate and guide deriving information from the primary sources.

Knowledge Check: Collect the notetaker.

Day 5: Writing the Speech

Purpose: Today students will use the information they gathered to start working on their informative speech.

Core Lesson: Now that the students have collected their information, they will start to create their informative speech. This speech should include relevant information about the Veteran's life as well as about the World War I conflict. Students may use the Speech Outline in their packets but may choose to write their speech from scratch.

Day 6: Working on the Visuals

Purpose: The students will create a visual component for their presentation.

Core Lesson: Students will work on creating a visual poster board or slideshow to go along with their speech. The visual should include relevant pictures and key information that will bring their Veteran to life.

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Encourage your students to keep their rubric handy to help guide them on expectations for the project.

Day 7: Wax Museum!

Core Lesson: Students will present their Wax Museum project. Have students set up their poster or laptop (for slides) and get their space ready. You can choose to invite parents, staff, and students to come and view the presentations.

Score projects using the rubric found in the student packet.

World War I Escape Room

Today you will be learning about World War I through a digital escape room! Open this link to access the World War I Facts webpage:

<https://www.natgeokids.com/uk/discover/history/general-history/first-world-war/>. As you go through the escape room, you will answer questions based on the sections of the text. Good luck!

* Indicates required question

1. When did World War I begin? *

Mark only one oval.

- June 14, 1914 *Skip to question 2*
- July 28th, 1914
- January 5, 1916 *Skip to question 2*
- November 11, 1915 *Skip to question 2*

Uh oh!

Try again, be sure to look in your text for answers.

2. Which countries made up the Central Powers? *

Mark only one oval.

- Germany, Australia, Hungary, Bolivia, and Turkey *Skip to question 2*
- British Empire, France, Belgium, Russia, and USA *Skip to question 2*
- Germany, Austria, Hungary, Bulgaria, Turkey *Skip to question 3*
- USA and Canada *Skip to question 2*

Life in the Trenches in World War I

3. How many British soldiers spent time in trenches on the Front Line? *

Mark only one oval.

- Over 5 million *Skip to question 4*
- Over 2 million *Skip to question 2*
- Over 4 million *Skip to question 2*
- Over 7 million *Skip to question 2*

What was life like in Britain during World War 1?

4. What were the gigantic German airships called? *

Mark only one oval.

- Gothas *Skip to question 2*
- Biplanes *Skip to question 2*
- Battlecruisers *Skip to question 2*
- Zeppelins

Women During World War I

5. Women worked on the Homefront to help support the war, what did this experience lead to? *

Mark only one oval.

- Women were granted land rights after working to support the war.
Skip to question 2
- Women gained more rights- like the right to vote. *Skip to question 6*

Children in World War I

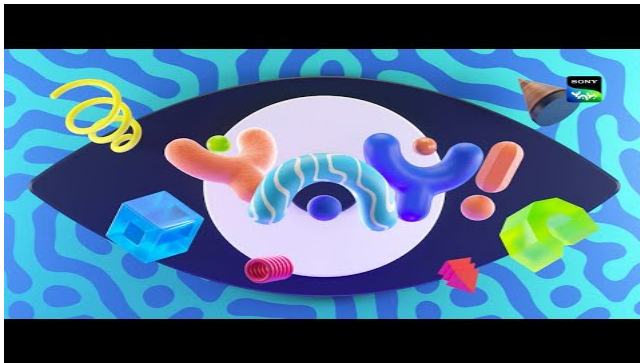
6. What role did Boy Scouts play in the war? *

Mark only one oval.

- They protected railway lines, delivered messages, and protected roads.
Skip to section 7 (YOU ESCAPED!!!)
- They would make basic medical equipment for wounded soldiers.
Skip to question 2
- They would grow vegetables and deliver milk. *Skip to question 2*
- They did not play a role in the war and instead focused on going to school.
Skip to question 2

YOU ESCAPED!!!

Great job on answering your questions today.



<http://youtube.com/watch?v=Xdy6v6oiR-I>

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Google Forms

Living Wax Museum Teacher Directions

Purpose

Create an interactive museum exhibit where students research, dress up as, and present historical or famous figures. The goal is to bring history to life through immersive storytelling and creative presentations.

Materials

- Veterans packets
- Costume materials and props (optional)
- Poster board or access to slideshow creation software
- Name tags or placards
- A space for the exhibit (classroom or cafeteria)

Choose Figures

Assign or Choose Figures: Each student will select (or be assigned) a Veteran.

Research

Gather Information: Students should research their Veteran's life, achievements, and significance. Focus on key events, contributions, and personal anecdotes.

Create a Brief Biography: Prepare a short, engaging summary of the Veteran's life and accomplishments. This will be used for their speech during their museum presentations.

Prepare Costumes and Props (optional)

Design Outfits: Students can create costumes that reflect the historical period and the figure's appearance. Encourage creativity while ensuring historical accuracy.

Collect Props: Use relevant props that might enhance the presentation (e.g., tools, documents, or personal items related to the figure).



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Living Wax Museum Teacher Directions

Create Exhibits

Design Presentations: The students will prepare a brief, captivating presentation or speech. Students should focus on key points of their figure's life, major achievements, and their impact on history.

Make Visual Aids: Create posters or placards with important information about the figure. Include pictures, important dates, and notable quotes.

Set Up the Museum

Arrange the Space: Set up the exhibit area with enough space for each "wax figure" to stand. Arrange seating or stations where visitors can view each presentation.

Organize the Flow: Designate specific times or areas where students will present their figures. Plan how visitors will move through the museum.

Rehearse

Practice Presentations: Students should rehearse their speeches and ensure they can deliver their presentation confidently.

Run Through the Exhibit: Conduct a practice run of the museum with the students to check for any adjustments needed in the setup or timing.

Host the Living Wax Museum

Welcome Visitors: Invite other classes, teachers, or parents to visit the museum. Provide them with a map or guide to navigate through the exhibits.

Presentations: Students will "come to life" and present their figures when approached by visitors. They should be prepared to answer questions and engage in discussions.

Wrap-Up and Reflect

Debrief: After the museum, have a debriefing session where students can reflect on what they learned and share their experiences.

Feedback: Collect feedback from visitors to understand what went well and what could be improved for future projects.



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Living Wax Museum Teacher Directions

Celebrate

Acknowledge Efforts: Celebrate the hard work of the students with certificates or a class party. Highlight outstanding presentations and creative costumes.

Tips

Encourage Creativity: Allow students to add personal touches to their presentations and costumes.

Ensure Accuracy: Fact-check information to ensure historical accuracy.

Engage the Audience: Create interactive elements like Q&A sessions or small activities related to the figures.



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Living Wax Museum Project

A Living Wax Museum is like a regular museum, but with a twist: instead of just looking at exhibits, you will bring history to life by becoming the World War I Veteran you research. You'll dress up as this person, stand in a designated spot, and share interesting facts about their life and accomplishments with visitors.

Steps and Directions:

1. Your Veteran:
 - You will select or be assigned a World War I Veteran to research using a provided primary source packet.
2. Research:
 - Fill out the Historical Figure Research worksheet to organize the information you gather. This will help you create your speech and visual presentation about their life and achievements.
3. Prepare Your Costume and Props:
 - Design Your Outfit: Create or find a costume that represents your figure accurately. Use materials you have at home or ask for help if needed.
 - Props: Collect or make props that relate to your figure's life and work to enhance your presentation.
4. Create Your Presentation:
 - Write Your Speech: Use the information from your worksheet to write a brief speech about your figure. Practice delivering it in a clear and engaging way.
 - Visual Aids: Prepare any visual aids, like posters or placards, that will help explain your figure's achievements.
5. Set Up the Museum:
 - Setup: On the day of the museum, arrive early to set up your station. Make sure your costume and props are ready, and that your presentation area is organized.



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- Rehearse: Practice your presentation to ensure you're confident and ready to share your knowledge with visitors.
6. Present and Interact:
- Be a Living Exhibit: When visitors come to your station, stand still like a statue until they approach. Then, come "to life" and give your speech.
 - Answer Questions: Be prepared to answer questions from visitors about your historical figure.

Important Dates:

- Research and Worksheet Due Date: [Insert Date]
- Costume and Prop Preparation Date: [Insert Date]
- Museum Presentation Day: [Insert Date]

Additional Tips:

- Be Creative: Use your imagination to bring your historical figure to life with costumes and props.
- Be Accurate: Ensure that the information you present is correct and well-researched.
- Have Fun: Enjoy the process of learning about and presenting your historical figure!



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Veteran Primary Sources Notetaker

Directions: Using your primary source packet, you will gather as much information as you can about your Veteran. Use the space below to write down information about your Veteran as you go through your resources.

Veteran Name:

	Information from Sources
Early Life: Where was your Veteran born? Where did they grow up?	
Parents: What were their parents' names? What did their parents do for work?	
Sibling(s): Did they have any brothers or sisters?	
Education: Where did they go to school growing up?	



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<p>Did they attend college? Do they have any degrees?</p>	
<p>Spouse: Who were they married to?</p>	
<p>Military Service: Where in Vietnam were they stationed? What were their assigned duties? Did they get recognized for any achievements?</p>	
<p>Death: When did your veteran pass away? Where are they buried?</p>	



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Wax Museum Speech Outline

"Hello everyone, my name is [Your Name], and today I am presenting [Veteran's name]. Thank you for visiting my exhibit. Let me tell you about [Veteran's name]."

[Veteran's name] was a [describe your Veteran briefly] who lived from [Date of Birth] to [Date of Death].

Early Life

"[Veteran's name] was born in [Place of Birth] and grew up in [describe their early environment]."

"Their family was [describe family background]."

"As a child, [Veteran's name] went to [School or place of learning]."

"They were interested in [describe any early interests or influences]."

Service

"[Veteran's name] is best known for [describe a major achievement]."

"One of their most important accomplishments was [describe another achievement]."

"They also [mention any other significant work or contributions]."

"[Veteran's name] received [list any awards or honors] for their work."

Legacy

"[Veteran's name] made a huge impact by [describe how they changed the world or their field]."

"Their work helped [explain how their achievements benefited others or society]."



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Interesting Details:

“Did you know that [Veteran's name] also [share a fun fact or unique story]?”

“In their free time, they enjoyed [describe hobbies or interests].”

Summary:

“To sum up, [Veteran's name] was a [restate their main achievements and importance].”

“Their life and work continue to inspire us because [describe why they are still important today].”



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Wax Museum Rubric

Research and Information	Presentation and Speaking	Costume and Props	Engagement and Interaction	Effort and Creativity
<p>Excellent (4 points): You shared lots of interesting and correct facts about your historical figure. Everything you said was accurate and well-researched.</p>	<p>Excellent (4 points): You spoke clearly and confidently. You looked at your audience and used a loud, strong voice. Your speech was well-organized and easy to follow.</p>	<p>Excellent (4 points):Your costume and props were really creative and helped to show who your historical figure was. They were accurate and added to your presentation.</p>	<p>Excellent (4 points):You were very engaging and excited. You interacted well with your audience and answered questions clearly.</p>	<p>Excellent (4 points): You put a lot of effort into your research, costume, and presentation. Your work was very creative and original.</p>
<p>Good (3 points): You shared some good facts about your historical figure. Most of the information was accurate and interesting.</p>	<p>Good (3 points): You spoke clearly most of the time. You were confident and used a good voice. Your speech was mostly organized.</p>	<p>Good (3 points): Your costume and props were good and helped to show who your historical figure was. They were mostly accurate and useful.</p>	<p>Good (3 points): You were engaging and interacted with your audience. You answered questions well.</p>	<p>Good (3 points):You put good effort into your project. Your work was creative and showed some originality.</p>



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<p>Fair (2 points): You shared a few facts, but some of the information was missing or not very clear.</p>	<p>Fair (2 points): You were sometimes hard to hear or follow. You were a little nervous, and your speech could be better organized.</p>	<p>Fair (2 points): Your costume and props were okay but didn't really show who your historical figure was. They were not very creative or accurate.</p>	<p>Fair (2 points): You were a bit hesitant to interact with your audience. You answered some questions but could have done better.</p>	<p>Fair (2 points): You put some effort into your project, but it wasn't very creative or original.</p>
<p>Needs Improvement (1 point): You didn't share enough facts or some of the information was incorrect or unclear.</p>	<p>Needs Improvement (1 point): You were hard to hear or understand. Your speech was not well-organized, and you seemed very nervous.</p>	<p>Needs Improvement (1 point): Your costume and props didn't really match your historical figure. They didn't help your presentation.</p>	<p>Needs Improvement (1 point): You didn't interact much with your audience and had trouble answering questions.</p>	<p>Needs Improvement (1 point): You didn't put much effort into your project. It lacked creativity and originality.</p>



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