

UCF Veterans Legacy Program Curricular Materials



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



Department
of History



Lesson Title	Honoring Sacrifice
Grade(s)	Intermediate Elementary
Time (Minutes/ Days)	30 min./5 days

Lesson Overview

We Stand for the Many Who Laid Down Their Lives,
This lesson plan is designed to formally introduce students to the symbolism of our national flag and the respect that is demonstrated in the pledge that we recite daily and the national song that is played at public events. It will also introduce students to veterans and facilitate personal, cultural connections for our students to the people who sacrificed for the freedoms they enjoy today.

Essential Questions

What does the flag stand for?
Why do we pledge allegiance to the flag?
What is our national song? Why was it written and what does it mean?
How is Military Service good citizenship?

Florida State Standards

SS.3.CG.2.1 Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.
SS.3.CG.2.3 Explain the history and meaning behind patriotic holidays and observances.
SS.3.CG.2.4 Recognize symbols, individuals, documents and events that represent the United States.
SS.3.CG.3.2 Recognize that the government has local, state and national levels.

SS.5.CG.2.4 Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.
SS.5.CG.2.5 Identify individuals who represent the citizens of Florida at the national level.
SS.5.CG.2.6 Explain symbols and documents that represent the United States.
SS.7.G.2.2 Locate major physical landmarks that are emblematic of the United States.

UCF Veterans Legacy Program Curricular Materials



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



Department
of History



Required Materials

- Chart Paper/markers
- Individual KWL Charts (See Below) (Optional)
- Color sheet of the American Flag (See Below)
- Words of the [Pledge of Allegiance](#)
- Lyrics of the [Star Spangled Banner](#)
- [UCF-VLP Mini Tour St. Augustine Cemetery - Hidden Heroes: Finding the Forgotten](#)
- Biographies from the UCF VLP Website
 - [Rojo, Estevan Reano](#) - Hispanic
 - [Howard, Jefferson "Jeff"](#) - African American
 - [Wimbush, Fred](#) - African American
- Shortened Grade- Leveled Biographies (See Below)
- Parent letter and survey explaining the focus and surveying the families who have members in military service, requesting memorial/honorable pictures for display if possible. (See Below)

Learning Objectives

SS.3.CG.2.3: Explain the history and meaning behind patriotic holidays and observances.

SS.3.CG.2.4: Recognize symbols, individuals, documents and events that represent the United States.

SS.3.A.A.1: Positive influences and contributions by African Americans

SS.4.A.5.1: Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

SS.4.A.7.3: Identify Florida's role in World War II.

SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida's history.

SS.4.A.1.2: Synthesize information related to Florida history through print and electronic media

Procedure

UCF Veterans Legacy Program Curricular Materials



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



Department
of History



Day 1:

1. KWL Discussion - noting student responses on chart paper for visual reference.
 - a. Questions to pose for discussion that serve as column heads to the chart:

What we know about the American Flag	What we wonder about the American Flag	What we learned about the American Flag
--------------------------------------	--	---

Fill in the first two columns with as much information as your students bring in their schema. The last column is filled out the following day, inviting students to share what they learned for documentation.

2. Share information on Betsy Ross and the American Flag
 - a. [Read Aloud article](#)
 - b. [Video on the creation of the flag](#)
 - c. [Poetry Video](#)
3. Discuss the stars and how the flag changed from 13 stars to now 50, representing each state.
 - a. Explain how the stripes remain 13 to represent the original 13 colonies.
 - b. Discuss the meaning of each color on the flag
 - i. Red - valor and bravery
 - ii. White - purity and innocence
 - iii. Blue - perseverance and justice.
 - c. Students color the flag sheet provided.

Day 2:

1. Discussion Circle - students share what they remember learning about the flag from the previous lesson, teacher writes notes on the KWL Chart.
2. Begin a new chart for the pledge of allegiance, focusing on the first two columns today.

What we know about the pledge of allegiance	What we wonder about the pledge of allegiance	What we learned about the pledge of allegiance
---	---	--

- Display the words to the pledge and break it down line by line, allowing them to express their perspectives. This will link to their vocabulary and

UCF Veterans Legacy Program Curricular Materials



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



Department
of History



reading and social studies comprehension.

3. Watch [this video](#) on Pledge of Allegiance.
4. Have students read aloud [this article on John Bellamy](#), the creator of the Pledge of Allegiance.
5. Have students recite the pledge. ([Lyrics](#))

Day 3:

1. Discussion Circle - students share what they remember learning about the flag and the pledge. Fill in the 3rd column of what they learned about the pledge of allegiance. Have students discuss why they recite the pledge and how they feel about it.

KWL for the National Song:

What we know about the national song	What we wonder about the national song	What we learned about the national song
--------------------------------------	--	---

Have students read [this article](#) on the backstory of the Star Spangled Banner.

Display the [lyrics of the Star Spangled Banner](#) and break it down line by line, allowing them to express their perspectives.

Day 4:

Some Men and Women of Florida gave their lives for our freedom.

Military Service is Civic duty in action.

1. Create a KWL to guide and highlight what is learned about Military Service and Civic Duty - document only your students' thoughts the first day under the first two columns. This will enable you to measure the schema students come with versus what they learned from this experience.

What we know about military service	What we wonder about military service	What we learned about military service
-------------------------------------	---------------------------------------	--

➤ *Optional:*

- Video on [Armed Forces Day](#).

UCF Veterans Legacy Program Curricular Materials



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



Department
of History



- Video explaining the [United States Military](#).
- Video explaining the [different branches of the military](#).
- 2. Optional: [Introduction powerpoint explaining Mini-Tours of St. Augustine National Cemetery in classrooms](#).
- 3. [Hidden Heroes: Finding the Forgotten St. Augustine Cemetery - Mini Tour](#). Take students through the powerpoint identifying African American service people and highlight the sacrifices they have made for America.

Day 5:

1. Split the students into groups and give each group one of the Veterans' shortened biographies (below.) Have the groups read the biographies together and have each student create a one-pager memorial about the Veteran.
 - a. One-Pager Requirements
 - i. Name, Birth Date, and Death Date of Veteran
 - ii. Three adjectives that best describe the Veteran
 - iii. Three pictures that represent the Veteran and his story (One for Early Life, one for Military Service, and one for Post-Service Life)
 - iv. Either a poem about the Veteran or a short letter to the Veteran
2. Display the one-pager memorials that the students create for the Veterans near the American flag for the school year as a visual reminder of the ongoing sacrifices made by citizens in civic duty.

Day 6:

1. Students bring in an artifact to share with the class about family members who serve in the military or an object they feel reflects civic duty. There is a sample letter available with this lesson plan. (See below)
 - a. Display what parents will allow to remain to memorialize those connected to our classroom in military service/civic duty.

Bibliography for Further Reading/Teacher/Student Use

Americana Corner. "Betsy Ross and Her Flag." April 9, 2021. Educational video, 2:21. Accessed August 20, 2024.

<https://www.youtube.com/watch?v=h4Mm8EhNmuQ>

Clever Kids. "Our amazing military! An educational video for children!" December

UCF Veterans Legacy Program Curricular Materials



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



Department
of History



3, 2020. Educational video, 6:32. Accessed August 20, 2024.
<https://www.youtube.com/watch?v=o2awQMjFH1Y>

Jones, Jeffery Owens. "The Man Who Wrote the Pledge of Allegiance."
Smithsonian Magazine, November 2003. Accessed August 20, 2024.
<https://www.smithsonianmag.com/history/the-man-who-wrote-the-pledge-of-allegiance-93907224/>

Kids' Britannica. "Betsy Ross." Articles. Accessed August 20, 2024.
<https://kids.britannica.com/kids/article/Betsy-Ross/400168#:~:text=In%201776%20a%20secret%20committee,the%20flag%20at%20her%20house>

Miacademy Learning Channel. "Branches of the Military - U.S. Government for Kids!" February 27, 2023. Educational video, 8:03. Accessed August 20, 2024.
<https://www.youtube.com/watch?v=0UzxdnHDaQs>

Mr. Kipley Kids' Songs & More! "Pledge of Allegiance: Why do we say it, what does it mean?" January 12, 2021. Educational video, 4:27. Accessed August 20, 2024. https://www.youtube.com/watch?v=7PxkoGs_aw8

National Broadcasting Company News. "Armed Forces Day: Explaining The U.S. Military Branches For Kids." May 20, 2022. Educational video, 5:00.
<https://www.youtube.com/watch?v=-rmoujFoEZA>

National Museum of American History. "Star Spangled Banner." Accessed August 20, 2024.
https://amhistory.si.edu/starspangledbanner/pdf/ssb_lyrics.pdf

Ottawa County, Port Clinton, Ohio. "Pledge of Allegiance." Accessed August 20, 2024.
<https://www.co.ottawa.oh.us/DocumentCenter/View/681/The-Pledge-of-Allegiance-PDF>

The Kennedy Center. "The Star-Spangled Banner: The story behind the song." Education. Accessed August 20, 2024.
<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/music/story-behind-the-song/the-story-behind-the-song/the-star-spangled-banner/>

UCF & NCA: Veterans Legacy Program. "Biographies." Accessed August 20, 2024.
<https://vlp.cah.ucf.edu/biographies.php>

UCF & NCA: Veterans Legacy Program. "Hidden Heroes: Finding the Forgotten" Instructional Materials. Accessed August 20, 2024.
[UCF-VLP-MiniTourAfricanAmericanPP.pdf](https://vlp.cah.ucf.edu/hidden-heroes/)

UCF Veterans Legacy Program Curricular Materials



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



**Department
of History**



UCF & NCA: Veterans Legacy Program. "Mini-Themed Tour Introduction: Going on a Tour of St. Augustine National Cemetery from your Classroom." Instructional Materials. Accessed August 20, 2024.

[UCF-VLP-MiniToursClassroomIntro.pdf](#)

Upper Moreland Free Public Library. "Digital Story Time: Betsy Ross." March 15, 2020. Educational video, 2:29. Accessed August 20, 2024.

<https://www.youtube.com/watch?v=k7W-Sr4sN0A>

VETERANS

K

**What I
Know**

W

**What I
Wonder**

L

**What I
Learned**

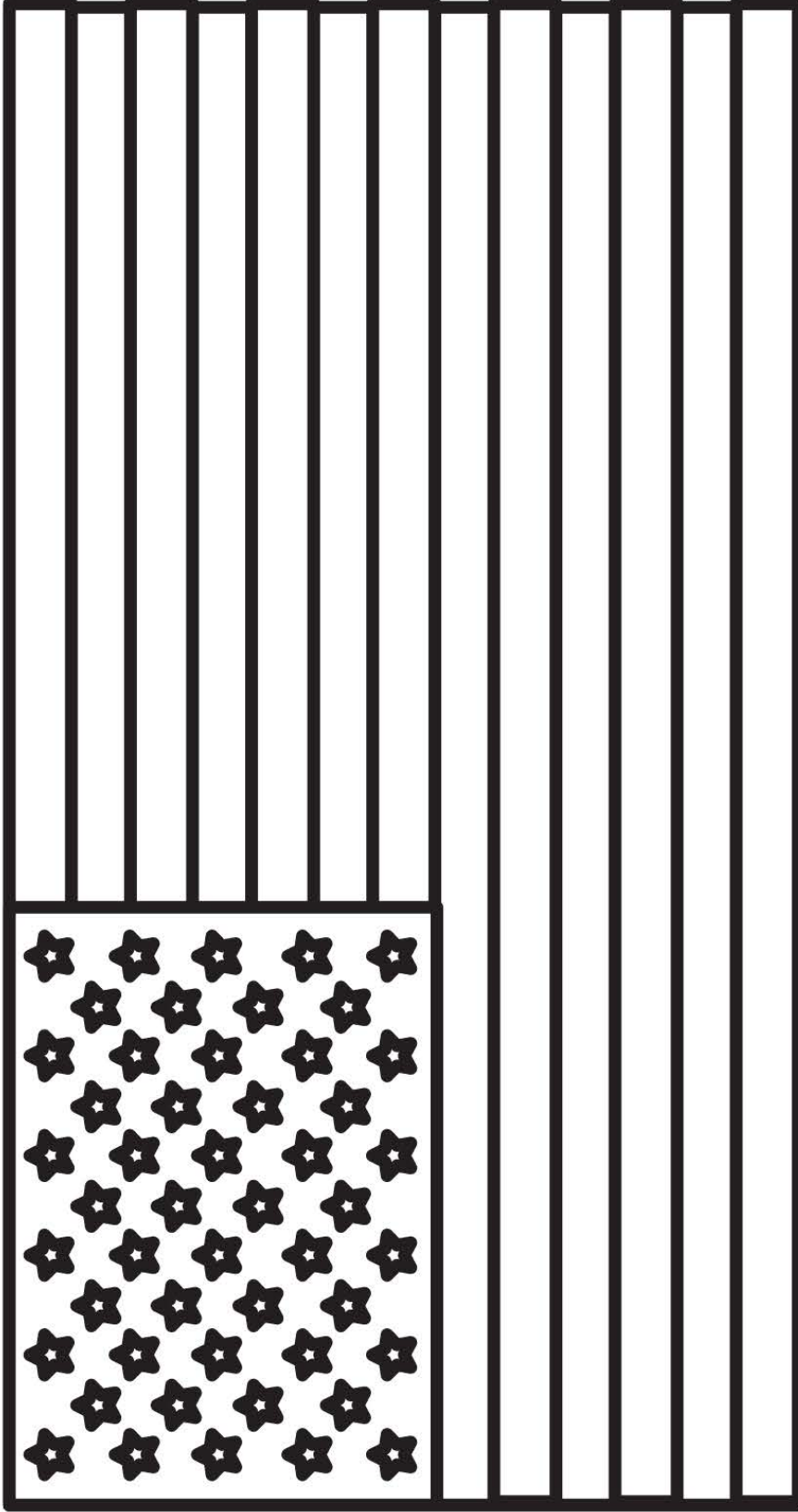


**U.S. Department
of Veterans Affairs**
National Cemetery
Administration



**Department
of History**

The American Flag



What is the Meaning of...?

The Stars:

The Stripes:

The Colors:

Estevan Reano Rojo Biography

August 16, 1898 - April 25, 1961



Early Life

Estevan Rojo was born in Tampa, FL in 1898. His father, Esteban, was from Spain and his mother was from Cuba. He was the youngest of eight children.

His father, Esteban, moved from Cuba, where he met Estevan's mother, Maria, to Florida in 1882. He worked in the cigar industry in Key West and later in Tampa. Sadly, Esteban died in 1905, when Estevan was only seven years old. The family worked together after his death to support them all.

Military Service

When Estevan was eighteen years old, he signed up for the Florida National Guard. He was assigned to the 124th Infantry as a wagoner, which was someone who took care of pack animals and the movement of guns and supplies. He is in the photo above in his uniform. The Army drafted the 124th into national service on August 5, 1916, to fight in the Mexican Border War. He served along the Texas-Mexico border until March 1917.

A month later, the US entered WWI. Estevan was promoted to private in May 1918. In June he became part of the 119th Field Artillery and deployed to France. His unit helped push back German lines during the summer of 1918. He participated in the Meuse-Argonne Offensive, the largest and final battle of the American Expeditionary Forces in WWI. The Americans,



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



**Department
of History**



UCF Veterans Legacy Program
vlp.cah.ucf.edu

including Estevan, played a key role in ending the war with this battle on November 11, 1918. On May 3, 1919, Estevan and his unit returned to the US.

Post-War Life

When Estevan got back from France, he lived with his sister Eloisa in Tampa. He was twenty-one years old and worked at a grocery store. He married Maria C. Cabello in 1922. Sadly, she died in childbirth. He married Anna Mandala after this tragedy. Estevan worked as a builder and painter for the rest of his life. He died on April 25, 1961. He is buried in Bay Pines National Cemetery.



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



**Department
of History**



UCF Veterans Legacy Program
vlp.cah.ucf.edu

Jefferson "Jeff" Howard Biography

October 20, 1894 - August 29, 1962

Early Life

Jeff Howard was born in Alachua, FL on October 20, 1894. Like many black families in the rural south, Jeff and his family worked on a farm on land owned by a white landlord. The family's livelihood depended on producing an abundant harvest. Jeff completed third grade and worked as a farmhand by 1910. As a result of segregation, many African American children were under-educated because they attended underfunded schools that were overcrowded and had less qualified teachers. Often African American children had to leave school at an early age to contribute to their family's income. By 1917, Jeff lived near Tampa, FL, and worked for the Southern Railway Company.

Military Service

After the US entered WWI, Congress passed a draft that required men between the ages of twenty-one and thirty-one to register to fight. Jeff registered but asked to be exempt from the draft so he could support his wife, Francis. The couple had their first son, Thomas, on July 1, 1918. On July 18, he was inducted into the Army and he left for training at Camp Dix, New Jersey. He was part of Company L of the 807th Pioneer Infantry.

He sailed with his regiment to France in September. His regiment got transferred to the French Army shortly after they got to France so the US Army did not have to be with African American troops. Jeff and his fellow troops were under constant threat as they completed tasks such as repairing trenches where they faced enemy fire and poison gas. The 807th participated in the Meuse Argonne Offensive, the deadliest battle in the war. The efforts at this battle led to Allied victory when the armistice that ended the war was signed on November 11, 1918. After the war, Jeff and his



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



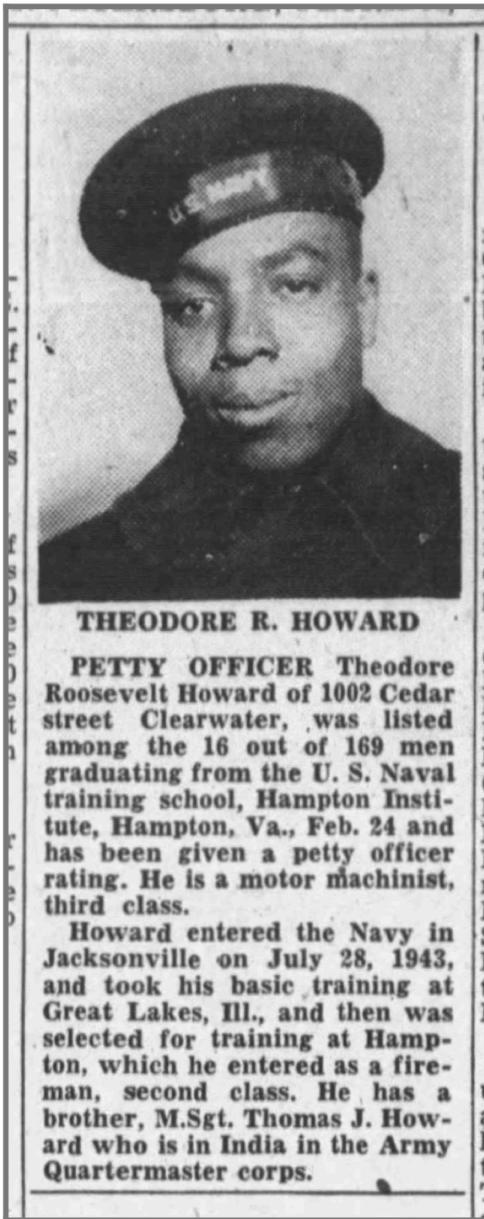
**Department
of History**



UCF Veterans Legacy Program
vlp.cah.ucf.edu

unit stayed in France until mid-1919 doing construction and burying the war dead.

Post-Service Life



Jeff returned to Clearwater, FL after the war and worked as a grove worker to support his family. In November 1923, they had their second son, Theodore. By this time they moved to New Brunswick, New Jersey. In 1930 the family owned their own home.

Jeff's two sons, Thomas and Theodore, both graduated high school and finished at least one year of college. Thomas attended Florida Agricultural and Mechanical College in Tallahassee. He registered during the peacetime draft in October 1940 and enlisted in the army on April 25, 1942. He served in India and was promoted to Master Sargeant in the Army Quartermaster Corps. Theodore registered for the draft in June 1942. He worked at a bakery in Connecticut. He entered the US Navy in July 1943. He trained at the US Naval Training School at the Hampton Institute in Virginia and graduated February 24, 1944. His rank was Motor Machinist's Mate Third Class Petty Officer, which meant that he helped operate the ship engines and the boilers on the navy ships. This is an image of him from a newspaper celebrating his achievements.

Jeff continued to live in Clearwater, FL until he died on August 29, 1962. He is buried in Bay Pines National Cemetery.



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



**Department
of History**



UCF Veterans Legacy Program
vlp.cah.ucf.edu

Fred Wimbush Biography

April 25, 1920 - January 14, 1949

Early Life

Fred Wimbush was born April 25, 1920 in Georgia. His parents were George and Ella Wimbush, and he was part of a large family- he had at least four brothers and two sisters. His father, George, worked as a farmer to support his family. Sadly, his father died in the 1920s. Fred's mother, Ella, married Henry Hadden, who worked at a naval store processing forest products. By 1935 the family moved from Georgia to St. Augustine, FL. By 1940 his mother was widowed once more. She supported her family by working as a cook and a maid. Fred also helped support his family by working odd jobs, as seen in this part of the 1940 Federal Census..

Name	Relationship	Sex	Age	Mar	Occ	State	Place	Y	X	O	X	O	X	H	Value	Occupation	Other	U
Wright, Willie B	Wife	F	30	M	No	Florida	Same Place											
Wright, Ella B	Head	F	57	Wd	No	Georgia	Same Home	yes	-	-	-	-		48	Cook and House Maid	Private Family	PW	
Wimbush, Charles	Son	M	23	S	No	Georgia	Same Home	yes	-	-	-	-		48	Porter	Journal Costumer	PW	
Wimbush, Fred	Son	M	20	S	No	Georgia	Same Home	yes	-	-	-	-		24	Odd jobs	Independent	CA	
Thomas, Mamie	Daughter	F	29	Wd	No	Georgia	Same Home	yes	-	-	-	-		56	Chambermaid	Hotel	PW	
Henry	Stepson	M	13	S	Yes	Georgia	Same Home											
Herbert	Stepson	M	11	S	Yes	Georgia	Same Home											
Willie Mae	Grand Daughter	F	9	S	Yes	Georgia	Same Home									Carriage		

Military Service

On July 14, 1943, Fred enlisted in the Army and reported for duty at Camp Blanding, FL. He served with Company H as part of the 25th Infantry Regiment of the 93rd Division. Fred and his unit arrived in the Pacific Theater in March 1944. They built fortifications and defended military forts. The regiment also participated in minimal offensive operations against the Japanese as their battalions were attached to other Divisions. After the Japanese surrendered in September 1945, Wimbush and his unit stopped in the Philippines before returning to San Francisco, CA. In November, 1946, Fred got an honorable discharge from the Army.



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



Department of History



UCF Veterans Legacy Program
vlp.cah.ucf.edu

Post-Service Life

Fred went back to St. Augustine after the end of the war. He died on January 14, 1949 at the age of twenty eight. He is buried at St. Augustine National Cemetery.



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



**Department
of History**



UCF Veterans Legacy Program
vlp.cah.ucf.edu

Dear Families,

We are learning about our country's flag, the pledge of allegiance, the national song and the civic service option of military service. We are making connections between those veterans who have sacrificed for the freedoms we have in America. We have learned some biographies of veterans within the St. Augustine National Cemetery and others around Florida. To make more personal connections, we are asking if you have family members or close friends who serve or have served in the military that your child could share with the class. This could include a photograph of the service member, the branch of military in which they serve(d) and any other memorabilia they would like to share that passes school policy. If your service member can join us in person or via internet with programs like Microsoft teams or zoom for a quick share and talk time, please let me know via email with their contact so that I could reach out and set up a visit.

The focus to these activities is to build understanding in our students of why we have the flag, why we say the pledge and what the national song symbolizes for the American people.

If the above participation is not possible, but you can share a name and branch of the military in which your kin has served, we would still like to recognize the personal connections to our classroom.

Thanks in advance,



VA



U.S. Department of Veterans Affairs
National Cemetery Administration



**Department
of History**



UCF Veterans Legacy Program
vlp.cah.ucf.edu