

# UCF Veterans Legacy Program Curricular Materials



**VA**



U.S. Department of Veterans Affairs  
National Cemetery Administration



**Department  
of History**



Lesson Title	Florida Heroes: Stories of Florida Veterans
Grade(s)	4
Time (Minutes/ Days)	9 days, approximately 45 minutes per day  *This project is meant to span the course of the 4th grade Social Studies curriculum and will be used to supplement learning with a designated school curriculum. The packet is built in chronological order by conflict, but does not need to be taught in this manner. Corresponding pages and activities should be completed alongside the general content as it is taught, according to individualized pacing guides.

## Lesson Overview

This lesson will allow students to engage in Veteran history by learning about and connecting with Veterans on an individual level. Florida 4th Grade social studies focuses on Florida history, and this lesson will highlight stories of Veterans linked to Florida while helping students to build a deeper understanding of Florida's role in various conflicts over time.

## Essential Questions

What is a Veteran?  
What is a National Cemetery?  
In which wars have Floridians fought?  
Which wars have been fought in Florida?  
What impact(s) did these Veterans and conflicts have?  
How can we connect to Veterans as individuals?

## Florida State Standards

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

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

SS.4.A.3.10 Identify the causes and effects of the Seminole Wars.

SS.4.A.5.1 Describe Florida's involvement (secession, blockades of ports, the

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battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

SS.4.A.6.2 Summarize contributions immigrant groups made to Florida.

SS.4.A.6.4 Describe the effects of the Spanish American War on Florida.

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

## Required Materials

Student Device and Internet Access

[Printed Florida Heroes Packet](#)

[Florida Heroes Packet Answer Key](#)

## Learning Objectives

Students will understand what Veterans and National Cemeteries are.  
Students will be able to list wars in which Florida fought as well as conflicts that occurred within the state of Florida.  
Students will learn about individual Veterans and their connections to Florida conflicts and history.

## Procedure

### Day 1: Learn about Veterans

- Have students navigate to <https://education.nationalgeographic.org/resource/veteran/>.
- Read the article together, pausing to discuss what a Veteran is and to allow students to make connections and ask questions.
- Prompt students to click the "Vocabulary" tab to view the glossary for the article as well.
- Students answer the questions on page 1 of their Florida Heroes packet.
- Review answers as a class. (See [Answer Key](#) for all answers to packet pages.)

### Day 2: Learn about National Cemeteries

- Have students navigate to <https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-MiniToursClassroomIntro.pdf>.
- Before they begin reading, review some possibly new vocabulary:
  - eligible (slide 3) - fit or proper to be chosen; qualified

# UCF Veterans Legacy Program Curricular Materials



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- dishonorable discharge (slide 4) - the dismissal of someone from the armed forces as a result of criminal or morally unacceptable actions.
- interred (slide 6) - placed into a grave or tomb
- memorial stone (slide 6) - a stone placed in memory of someone, although they are not buried there
- Students read through the slides and answer the questions on page 2 of their Florida Heroes packet.
- Review answers as a class.

## Day 3: Learn How to Navigate VLP Biographies

- Students work on pages 3 and 4 in their Florida Heroes Packet.
- The directions on page 3 introduce them to the VLP Biographies website (<https://vlp.cah.ucf.edu/biographies.php>).
- At the end of page 3, discuss with students how the filters on the page work. They may find that some combinations pull up many results, and others do not produce any. Remind students that this list is only of Veterans that have biographies on the VLP website - it is not an all-inclusive list of the Veterans in each category.
- Review what terms like “branch”, “conflict”, “rank”, “emblem of faith”, and “ethnicity” mean.
- Remind students to reset all filters in between searches as they use them to answer the questions on page 4.
- Review answers as a class.

## Day 4: Learn about Alexander Ramsey Thompson:

<https://vlp.cah.ucf.edu/biographies/sanc/BPYR-0-ATHOMPSON-F.html>

- Students turn to page 5 in their Florida Heroes Packet.
- Students can find his biography by using the filters or by searching for his name directly.
- It is suggested to read the biography together as a class to help with vocabulary and historical context. Discuss the different headings that break up the writing and their purpose.
- Connections should be made to other learning about The Seminole Wars, and a point should be made that while this biography is of a U.S. soldier, the Natives had justifiable reasons for the conflicts..
- Share with students what “circa” or “c.” means before a date (about or around) and why we might not know Thompson’s actual date of birth.
- Help students to identify Thompson’s connection to Florida.
- Students work on the questions and jot down or share their reflection aloud for question 8.

# UCF Veterans Legacy Program Curricular Materials



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of History



## Day 5: Learn about Abram (William) Lancaster:

<https://vlp.cah.ucf.edu/biographies/sanc/BA-0-193-F.html>

- Students turn to page 6 in their Florida Heroes Packet.
- Students can find his biography by using the filters or by searching for his name directly.
- It is suggested to read the biography together as a class to help with vocabulary and historical context.
- Connections should be made to other learning about The Civil War and Florida's role.
- Talk about why Lancaster's biography is shorter than Thompson's, despite being later in history; oftentimes, African Americans and other underrepresented groups of people did not have as accurate or as much information documented.
- Help students to identify Lancaster's connection to Florida.
- Students work on the questions and jot down or share their reflection aloud for question 8.

## Day 6: William H. Walden:

<https://vlp.cah.ucf.edu/biographies/sanc/BA-0-130-F.html>

- Students turn to page 7 in their Florida Heroes Packet.
- Students can find his biography by using the filters or by searching for his name directly.
- It is suggested to read the biography together as a class to help with vocabulary and historical context.
- Connections should be made to other learning about The Spanish-American War.
- Note: In paragraph 5, there is some violent content that should be previewed and discussed appropriately, with the context of the time.
- Help students to identify Walden's connection to Florida.
- Students work on the questions and jot down or share their reflection aloud for question 8.

## Day 7: Carl Oscar Anderson

<https://vlp.cah.ucf.edu/biographies/maac/BH-4-9-F.html>

- Students turn to page 8 in their Florida Heroes Packet.
- Students can find his biography by using the filters or by searching for his name directly.
- It is suggested to read the biography together as a class to help with vocabulary and historical context.
- Connections should be made to other learning about WWI.
- Discuss that much of Anderson's story is told based on his Division's whereabouts and history. This is an important way that Veteran stories

# UCF Veterans Legacy Program Curricular Materials



VA



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can be told when specific details about the individual are difficult to locate.

- Help students to identify Anderson's connection to Florida.
- Students work on the questions and jot down or share their reflection aloud for question 8.

## Day 8: Jane Margaret Gadde

<https://vlp.cah.ucf.edu/biographies/bpnc/B42-2-17-F.html>

- Students turn to page 9 in their Florida Heroes Packet.
- Students can find her biography by using the filters or by searching for her name directly.
- It is suggested to read the biography together as a class to help with vocabulary and historical context.
- Connections should be made to other learning about WWII.
- Discuss how women's roles in the military were limited until the World Wars (and Gadde served in both of them!). This is why we do not see as many women biographies on the website.
- Help students to identify Gadde's connection to Florida.
- Students work on the questions and jot down or share their reflection aloud for question 8.

## Day 9: Learn about Underrepresented Groups

- Students turn to page 10 in their Florida Heroes Packet.
- Students use the VLP Biographies filters to find additional women, immigrant, and African American Veterans whose stories they want to share.
- Help students to navigate and sort through their choices, using the filters to narrow their search.
- Some additional sources that may be helpful are the mini tours below. They are longer and may take some time to read through, but if students show interest in one of these topics, it would be great for them to learn more!
  - Women:  
<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-SANCMiniTourWomenPP.pdf>
    - Teacher Notes:  
<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-SANCMiniTourWomenNotes.pdf>
  - Immigrants:  
<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-SANCMiniTourImmigrantsPP.pdf>
    - Teacher Notes:  
<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-SAN>

# UCF Veterans Legacy Program Curricular Materials



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[CMiniTourImmigrantsNotes.pdf](#)

- African Americans:  
<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-MiniTourAfricanAmericanPP.pdf>
  - Teacher Notes:  
<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-SAN CMiniTourAfricanAmericanNotes.pdf>

## Possible Extensions or Enrichment Opportunities:

- Students can create a presentation or poster about a Veteran they learned about.
- Students can read about Veterans from different conflicts beyond the 4th grade curriculum.
- Students can create a presentation or write a biography for a Veteran in their own life.

## Bibliography for Further Reading/Teacher/Student Use

National Geographic, "Encyclopedic Entry: Veteran," *National Geographic Education*, accessed June 14, 2024,  
<https://education.nationalgeographic.org/resource/veteran/>.

UCF VLP Team, "Mini-Themed Tour Introduction," *UCF Veterans Legacy Program*, accessed June 14, 2024,  
<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-MiniToursClassroomIntro.pdf>.

UCF VLP Team, "Veteran Biographies," *UCF Veterans Legacy Program*, accessed June 14, 2024, <https://vlp.cah.ucf.edu/biographies.php>.

VLP biographies for:

Elizabeth Klements, "Alexander Ramsey Thompson," *UCF Veterans Legacy Program*, accessed June 14, 2024,  
<https://vlp.cah.ucf.edu/biographies/sanc/BPYR-0-ATHOMPSON-F.html>.

Sara Nazarian, "Abram (William) Lancaster)," *UCF Veterans Legacy Program*, accessed June 14, 2024,  
<https://vlp.cah.ucf.edu/biographies/sanc/BA-0-193-F.html>.

Sophie Barrett, "William H. Walden," *UCF Veterans Legacy Program*, accessed June 14, 2024, <https://vlp.cah.ucf.edu/biographies/sanc/BA-0-130-F.html>.

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Jordan Zeigler, "Carl O. Anderson," *UCF Veterans Legacy Program*, accessed June 14, 2024, <https://vlp.cah.ucf.edu/biographies/maac/BH-4-9-F.html>.

Benjamin Aubrey and Kayla Campana, "Jane Margaret Gadde," *UCF Veterans Legacy Program*, accessed June 14, 2024, <https://vlp.cah.ucf.edu/biographies/bpnc/B42-2-17-F.html>.

Possible additional resources:

UCF VLP Team, "Immigrants Who Gave it All," *UCF Veterans Legacy Program*, accessed June 14, 2024, <https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-SANCMiniTourImmigrantsPP.pdf>

UCF VLP Team "Courageous Women of War in St. Augustine National Cemetery," *UCF Veterans Legacy Program*, accessed June 14, 2024, <https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-SANCMiniTourWomenPP.pdf>

UCF VLP Team "Hidden Heroes: Finding the Forgotten," *UCF Veterans Legacy Program*, accessed June 14, 2024, <https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-MiniTourAfricanAmericanPP.pdf>