

Veterans Legacy Program Curricular Materials

Reading and Presenting Biographies

Lesson Summary

Grade, Subject: 4th-5th Grade, English Language Arts (ELA) and Social Studies

Lesson Overview: The following is a unit designed to help students practice reading strategies and deepen comprehension while using resources provided by the VLP.

Students will have a chance to learn about the differences and significances of Veterans Day and Memorial Day. From there, the teacher will model active reading strategies while reading an above level biography. Students will have a chance to practice these techniques with a partner.

Finally, students will work with partners to use close reading strategies and research information about other Veterans. They will be given an extension menu to offer choices for them to present their Veteran to their peers.

Florida State Standards:

[LAFS.5.W.3.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

[LAFS.5.RI.3.7](#) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently

Learning Objectives:

- TSW compare and contrast Memorial Day and Veterans Day.

Activate Prior Knowledge:

Ask students what they know about Veterans Day, Memorial Day and Armed Forces Day. Distribute KWL chart and have students with their partners/tables fill out the K and W (what they want to know) section. Discuss.

Watch video on Memorial Day from the History Channel

<http://www.history.com/topics/holidays/memorial-day-history>

Watch video on Veterans Day from the History Channel

<http://www.history.com/topics/holidays/veterans-day-facts>

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Whole group discussion - What is the significance of each day? What are the similarities and differences? Ask students to infer what Armed Forces Day is. Teacher to lead discussion to clarify and correct errors and misconceptions.

Exit Slip:

How are the two days similar and different?

Day 2 - Florida Veteran Earl LePan

Florida State Standards:

[LAFS.4.RI.1.2](#) Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[LAFS.5.RI.1.2](#) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Using the gradual release method teacher to model the first 4 paragraphs whole group.

Distribute copy of Earl LePan's biography (full bio, above level) Bio found [here](#). Text will be complex for elementary reading, but teacher will guide the reading to develop understanding.

Teacher will model active reading strategies. Teacher may modify/add reading strategies based on the needs and level of students.

Best practices include:

1. Teacher will number all paragraphs in bio.
2. Teacher will place a box around ALL numbers such as years, dates, amounts
3. Teacher will underline all contributions made by veteran
4. Teacher will write three-word summary after each paragraph in margin

Teacher will discuss academic vocabulary as it arises. Some notable vocabulary includes: drafted, accomplished, Great Depression, portrait, depicting, contributions

Now teacher will do 2 paragraphs together as a class.

After 2 paragraphs, students will finish final 2 with a partner.

Exit Slip:

Read the 3 word summaries to construct a summary of his life. Write a paragraph summary.

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Day 3 - Veteran Biography Extension Menu Small Group

Florida State Standards:

[LAFS.4.RI.1.1](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[LAFS.4.RI.1.2](#) Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[LAFS.4.RI.1.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

[LAFS.4.W.1.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[LAFS.4.W.3.8](#) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

[LAFS.4.RI.4.10](#) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Teacher will create student groups (2 to 3 students per group) to read and analyze assigned veteran biographies. Groups can be created based on reading comprehension, Teacher will assign each group 2-3 biographies based on teacher discretion Search biographies [here](#).

Students will read and annotate a paper copy of the biography about the veteran they were assigned. Students will read biography and use closed read strategies teacher modeled on previous day. Students will present their Veteran to the class by means of one or more choices from extension menu. Students who need more support will be given the following questions from teacher as they progress to help develop their comprehension and presentation of their findings:

- Where/When born?
- Significant information about early life (pre military service)
- What branch of military?
- Military contributions
- Post war significance
- What can you infer about this person based on their biography?

Students should be referring to their rubrics in order to locate all of the information that was outlined for them. After, teacher can check to make sure that the biography has been marked up and the proper information was found. Then, students can use the VisEyes software for their veteran to really bring

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that person to life. The VisEyes pages below provide biographical material, combined with maps, and visual representation of the Veterans' movements during their lifetimes.

Viseyes Resources:

[Earl LaPan](#)

[Harry Carson](#)

[Merrill Hart McGlamery](#)

[Peter Nadzeika](#)

[Fred Kalinchuk](#)

[James Moore](#)

[Fred Kalinchuk](#)

[Carlo Leonetti](#)

[David Moniac](#)

[Terence Halligan](#)

Extension Menu Options:

This extension menu is designed to help students find different methods to present their findings. Students can use one option or multiple options, as long as they fulfill the requirements laid out by the rubric.

<p>Design a poster. Poster should show progression of Vet's life and major events that happened.</p>	<p>Create a FlipGrid. FlipGrid can be no longer than 90 seconds. Student should act out events and describe them in detail.</p>	<p>Front Page News! Students design a newspaper page about the Veteran. All life accolades can be described and illustrated.</p>	<p>Mock Interview. Students create an interview with their Veteran. Questions should be designed to help fulfill rubric. Act out interview to class.</p>
<p>Diarama. Students create a diorama/model to show significant event in Veteran's life.</p>	<p>Map. Draw a map and use it to highlight events and accomplishments in the Vet's life.</p>	<p>Essay. Using both the biography and the VisEyes as your sources, write an essay describing your Veteran.</p>	<p>Student's Choice/ Have an idea, but do not see it on here? Discuss it with your teacher to see what else you can do!</p>



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Project Based Learning Rubric

	4- Excellent	3-Good	2-Fair	1-Needs Improvement
Content/ Details	<p>Answered Essential Question</p> <p>Strongly supported related details</p> <p>Well organized from beginning to end</p>	<p>Answered Essential Question</p> <p>Loosely related details</p> <p>Organized from beginning to end</p>	<p>Partially answered Essential Question</p> <p>Not well supported with details</p> <p>Uneven organization from beginning to end</p>	<p>Essential Question unanswered</p> <p>Details not related to essential question</p> <p>Lack of organization</p>
Delivery	<p>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</p> <p>Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</p> <p>Speaks in complete sentences using formal English, and content specific vocabulary</p>	<p>Consistent use of direct eye contact with audience, but still returns to notes</p> <p>Speaks with satisfactory variation of volume and inflection</p> <p>Speaks in complete sentences using formal English</p>	<p>Displays minimal eye contact with audience, while reading mostly from the notes</p> <p>Speaks in uneven volume with little or no inflection</p> <p>Speaks in complete sentences with partial use of formal English</p>	<p>Holds no eye contact with audience, as entire report is read from notes</p> <p>Speaks in low volume and/or monotonous tone, which causes audience to disengage</p> <p>Speaks in incomplete sentences</p>
Product	<p>Final product is complete, accurate, and contains added elements that enhance the overall project</p>	<p>Final product is complete, accurate, and is visually appealing</p>	<p>Final product is complete, but limited in detail and effort</p>	<p>Final product is incomplete, missing key parts, or lacking effort</p>



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Participation	Participates in discussions and group activities and maintains positive peer relations	Participates in discussions and group activities when requested and is working to develop positive peer relations	Attempts to participate in discussion and activities and is challenged in maintaining positive peer relations	Not participating or requires a lot of prompting to participate in discussion and activities
Comments				



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Student Active Listening Reflection

2 Facts that I have learned

1 Question I still have

The group did a great job

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