

# Veterans Legacy Program Curricular Materials



**VA**



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



**UCF**

UNIVERSITY OF CENTRAL FLORIDA

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Grade(s)	5th Grade- Gifted Resource Classroom
Time (Minutes/ Days)	<p>Students come to the Gifted Resource Room one day a week for their Differentiated Curriculum. This unit will last for 2+ months (September and October to lead up to Veterans Day) and students will spend about 3+ hours each week on this project.</p> <p>This unit is easily adaptable and can be adjusted to fit a variety of time frames and classroom structures.</p>

## Lesson Overview

Students will be put into teams and each team will be given a Veteran to research.

Students will be guided along with whole group lessons that help build a background in research, primary sources, branches of the military, and wars and conflicts.

Students will have access to documents and sources specific to their Veteran and will use note-taking templates to pull information and facts from the digital sources.

There will be two sets of resources. The students will have access to the primary source packets. Teachers will have the links to the biographies of those Veterans written by the UCF VLP team to act as a reference to fact-check the students' work.

Students will then create the following final products to share their learning:

- A Picture Book Biography (which will be read to primary classes)
- An Essay (which can be read at a school's Veteran's Day Breakfast for community Veterans)
- A Poster (to be hung in the 4<sup>th</sup> and 5<sup>th</sup> grade hallways to share with their peers)
- Please note that if these activities are not feasible in your school, there are other ways to share the final products, including putting the Picture Book Biographies in the school library, hanging posters up in the classrooms, inviting in parents and/or local Veterans to the classroom for a presentation, etc.

## Essential Questions

- How will I conduct a research project following accepted steps?
- How will I use and analyze primary and secondary sources to gather information?
- How can I create written and visual products to share my learning?

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## Florida State Standards

### 5<sup>th</sup> Grade ELA Standards:

- LAFS.5.W.3.7- Conduct research projects through investigation and using multiple sources.
- LAFS.5.W.3.8- Gather information from both print and digital sources; summarize and paraphrase information in notes and finished work; list sources.
- LAFS.5.W.3.9- Draw evidence from informational texts to support analysis, reflection, and research.

### 5th Grade Social Studies Standards:

- SS.5.A.1.1 Use primary and secondary sources to understand history.

### Gifted Standards:

Objective: The student will locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.

- G.K12.1.1.2a- Identify and locate basic reference sources that support general research in several disciplines.
- G.K12.1.1.2b- Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
- G.K12.1.1.2c- Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.

Objective: The student will use a variety of research tools and methodologies.

- G.K12.3.1.1a- Participate in a cooperative group to solve problems and/or complete a research project.
- G.K12.3.1.1b- Demonstrate ethical leadership and/or teamwork within a research workgroup.
- G.K12.3.1.1c- Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
- G.K12.3.1.1d- Integrate a variety of appropriate components uncovered from cooperative research within a field of study.
- G.K12.3.1.3a- Research Tools - Know: Recognize organizational tools used for research in a variety of fields.
- G.K12.3.1.3b- Use organizational strategies to generate ideas for research and/or creative products.
- G.K12.3.1.3c- Communicate results of research using the established organizational tools within a field of study.
- G.K12.3.1.3d- Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.

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Objective: The student will develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences.

- G.K12.7.1.2a- Prepare and execute practiced performance to communicate ideas.
- G.K12.7.1.2b- Integrate ideas with visual supports to emphasize key point(s) in a performance.

## Required Materials

- PowerPoints for mini-lessons
  - o [VLP Introduction](#)
  - o [Military Branches](#)
  - o [Major Conflicts](#)
  - o [Public Documents](#)
  - o [Product Creation](#)
- Student handouts (attached)
- Websites (linked)
- Poster board
- Blank books
- Art materials as needed
- Veterans Primary Source Packets (For Students- Note that some packets also have biographies attached. You may need to omit those pages for your students.)
  - o [David Moniac](#)
  - o [Jason Waitman](#)
  - o [William Hewlin](#)
  - o [Charles E.T. Wade](#)
  - o [Frieda M Lambrecht](#)
  - o [Gil Ramos Rivera](#)
- Veteran Biographies (For Teachers)
  - o [David Moniac](#)
  - o [Jason Waitman](#)
  - o [William Hewlin](#)
  - o [Charles E.T. Wade](#)
  - o [Frieda M Lambrecht](#)
  - o [Gil Ramos Rivera](#)

## Learning Objectives

- I will conduct a research project following the accepted steps.
- I will use and analyze primary and secondary sources to gather information.
- I will create written and visual products to share my learning.

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## Procedure

### Week #1 - Introduction

1. Use the [VLP Introduction PowerPoint](#) to guide the start of your lesson. The presentation covers the following:
  - o The VLP
  - o History of National Cemeteries
  - o Our tasks- Checklist
2. Group your students into small teams.
3. Assign a Veteran to each group of students. (Make sure you choose from the list in the Materials section. You are welcome to select different Veterans from the UCF VLP Website, but please note not all Veterans have both a source packet and a biography.)
4. Go over a quick introduction of the branches of the Military using the following presentation:
  - o [Branches of the Military PowerPoint](#)

### Week #2 - Researching/ Documents

1. Public Documents Mini Lesson:
  - o Use [this PowerPoint](#) to go over how to read and analyze different types of primary sources including how to read census reports, enlistment papers, etc.
2. Guided Practice
  - o As a class choose a document that you want students to look over together. Quickly go over how to read that type of document so the students know what to look for. Give the groups 5-10 minutes to examine the document and write down as much information as they can that they found. Then, regroup as a class to discuss their findings.
3. Give students the primary source packet for their Veteran (linked in the materials section above) You can choose to print out these sources or give them to the students digitally. Please note that some sources (like census records) have lots of small writing that will be difficult to deduce from a printed out page, so digital copies may be preferable.
4. Give students the note-taking sheet to organize information (see below.) This will help guide students on the important information that they will collect from the primary sources provided.
5. Be sure to monitor the groups as they research. For those that are struggling, break down one of their Veteran's primary sources with them.

### Week #3 - Wars and Conflicts

1. Use the following PowerPoint to build context and background about key conflicts related to their Veteran's service.
  - o [Major Conflicts PowerPoint](#)

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- o Encourage students to take notes on the conflicts their assigned Veteran served in to help them understand the historical context.
2. Students continue to research their veteran and work to complete the research/note-sheet (both guided and independently).

## Week #4 - Creating Products

1. Use the following PowerPoint to review the three products and shares the guidelines and steps for each (students get a packet)
  - o [Final Products PowerPoint](#)
2. Students will create three final products (see instructions and student handouts below):
  - o Picture Book Biography
  - o Essay
  - o Poster

## Week # 5, 6, 7 & 8 - Product Creation

1. Students will use class time to work on their final products.

## Week #9 - Unit Complete/Products Presented: Week of Veterans Day

1. Students will share their projects. Ideas for this include:
  - o Read Biographies to younger classes
  - o Share Essays at Veteran's Breakfast
  - o Share Posters with Peers (hang in hallways)

# VLP Research Project: Veteran Note-Sheet

Student Researcher \_\_\_\_\_

Veteran's Name \_\_\_\_\_

## From Birth Certificate:

Date of Birth \_\_\_\_\_

Place of Birth \_\_\_\_\_

Parents' Names \_\_\_\_\_

## From Enlistment Papers:

Enlistment Date \_\_\_\_\_

Age at Enlistment \_\_\_\_\_

Units Served In \_\_\_\_\_

Domestic Posting \_\_\_\_\_

Overseas Service \_\_\_\_\_

Battle Participation \_\_\_\_\_

Discharge Date \_\_\_\_\_

## From Death Certificate:

Date of Death \_\_\_\_\_

Place of Death \_\_\_\_\_

Cause of Death \_\_\_\_\_

## From Marriage License:

Date of Marriage \_\_\_\_\_

Place of Marriage \_\_\_\_\_

Spouse's Name \_\_\_\_\_



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**From Census Reports:**

Census Year \_\_\_\_\_  
Veteran's age that year \_\_\_\_\_  
Employment status/job \_\_\_\_\_  
Place living \_\_\_\_\_  
Owned/rented/mortgaged \_\_\_\_\_  
Living with \_\_\_\_\_  
Who is head of household \_\_\_\_\_

Census Year \_\_\_\_\_  
Veteran's age that year \_\_\_\_\_  
Employment status/job \_\_\_\_\_  
Place living \_\_\_\_\_  
Owned/rented/mortgaged \_\_\_\_\_  
Living with \_\_\_\_\_  
Who is head of household \_\_\_\_\_

Census Year \_\_\_\_\_  
Veteran's age that year \_\_\_\_\_  
Employment status/job \_\_\_\_\_  
Place living \_\_\_\_\_  
Owned/rented/mortgaged \_\_\_\_\_  
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From Obituary (Newspaper article upon death)

Date of death \_\_\_\_\_

Place of death \_\_\_\_\_

Cause of death \_\_\_\_\_

Age at death \_\_\_\_\_

Family members remaining \_\_\_\_\_

\_\_\_\_\_

Family members previously deceased \_\_\_\_\_

\_\_\_\_\_

Jobs/careers during working life \_\_\_\_\_

\_\_\_\_\_

Hobbies/interests/volunteer work \_\_\_\_\_

\_\_\_\_\_

**Memorial Information:**

In which National Cemetery are they buried?

\_\_\_\_\_

What is on their marker? \_\_\_\_\_

\_\_\_\_\_



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## From Other Resources:

Source\_\_\_\_\_

What I learned:

Source\_\_\_\_\_

What I learned:

Source\_\_\_\_\_

What I learned:



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# VLP Product Creation Guidelines and Requirements

## Product #1: Picture Book Biography

### REMEMBER:

Your book **MUST** include the following text features:

- A timeline of your Veteran's Life
- A Map (showing either where they lived or where they served)
- Pictures/photos
- Text Box (perhaps with some additional information about the war/conflict in which they served)
- Headings and subheadings (to organize the sections of your book)

Your book **MUST** have the following Sections:

- Early Life
- Military Service
- Post-Military Life
- Sources Page

### Steps:

1. Complete **ALL** research before beginning to create your products.
2. Using the Picture Book template, decide what you want to have on each of the pages.
3. Your team will then begin to type up the text, and create the timelines and text boxes. These will be done on the computer, and we will print them out to attach to the book pages. Pay special attention to the font and size you select!
4. Your team will find maps, photos, and other pictures that you want to put into your book. These will also be printed out and attached to the book pages.
5. You will design and complete your cover art **AFTER** the inside of the book is complete.
6. You **MUST** have a **SOURCES** page at the end of your book that shares the sources (places where you got your information).
7. You may want to include a Table of Contents and a Glossary as well.



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# Veteran Biography Picture Book Layout

Plan out your picture book below!

	1 Title Page
--	-----------------

2	3
---	---

4	5
---	---

6	7
---	---

8	9
---	---

10	11
----	----

12	13
----	----

14	15
----	----

16	17
----	----

18	19
----	----

20	21
----	----

22	23
----	----

24	25
----	----

26	27
----	----

28 Sources	
---------------	--



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# Product #2: The Essay

## “RECIPE for Essay”

### Paragraph #1: Introductory Paragraph

1. Interesting statement about the veteran
2. Full Name, Date of birth and death

### Paragraph #2: Childhood

1. Veteran’s parents’ names
2. Where they grew up
3. Sibling information
4. Childhood facts

### Paragraph #3: Military Service

1. When/where did they enlist
2. Which Branch of the military
3. Which war/conflict
4. Discharge information

### Paragraph #4: Post-Military Life

1. What was your veteran’s life after military service
2. Family and job information

### Paragraph #5: Memorial Summary

1. When and where did they die
2. In which National Cemetery are they interned
3. What information is on their marker
4. “We thank \_\_\_\_\_ for their service”



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## Product #3: Project Board

1. The project board poster will be a great place to pull together all the key parts of your veteran's life.
2. It should be colorful and eye-catching.
3. It should be easy to read and informative.
4. It should have visuals to help your audience understand information when possible.
5. It should be neat and organized.



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