Veterans Legacy Program Curricular Materials

Grade(s)	5th grade (can be adapted for 3-4 as well)
Time (Minutes/ Days)	30 minutes a day/Minimum 2 weeks

Lesson Overview

- Students will be introduced to the terms Veteran and Immigrant (PowerPoint)
- Students will be introduced to what a National Cemetery is through the digital tour of St. Augustine National Cemetery
- Students will be introduced, briefly, to each Veteran through individual "research" (PowerPoint).
    - Students will pick 1 Veteran to thoroughly research using the materials provided
- Students will analyze their selected Veteran and gather information for their final presentation based on the essential question
- Students will present their Veteran in a One-Pager

Essential Question

What role did Immigrants and Second-Generation Immigrants play during wars from our past?

Benchmarks

General Education Benchmarks:
ELA.5.C.4.1 Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.
ELA.5.C.5.1 Arrange multimedia elements to create emphasis in oral or written tasks.
ELA.5.C.5.2 Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
ELA.5.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

Access Point Benchmarks:
Access Point #: ELA.5.C.4.AP.1 Participate in research to answer a question, and organize information about the topic, using provided reliable and valid sources.
Access Point #: ELA.5.C.5.AP.1 Use one or more multimedia elements to create emphasis in oral or written tasks.
Access Point #: ELA.5.C.5.AP.2 Use digital writing tools individually or collaboratively to plan, draft and revise writing with support from adults.
Access Point #: ELA.5.C.2.AP.1 Express information in a logical sequence, using nonverbal cues and awareness of pacing, using the student's mode of communication.

Gifted Benchmarks:
Gifted Goal G.K12.3: Student Outcomes Program Goal 3: By graduation, the student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.

- Objective 1 G.K12.3.1 : The student will use a variety of research tools and methodologies. read more
- Objective 2 G.K12.3.2 : The student will use and manipulate information sources. read more
- Objective 3 G.K12.3.3 : The student will detect bias in the process of research. read more
- Objective 4 G.K12.3.4 : The student will apply ethical standards to research and analyses. read more
- Objective 1 G.K12.7.1 : The student will develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences.

Required Materials

- Lesson PowerPoint
- Articles from ReadWorks.org
  - Teachers will need to create a FREE account on Readworks.org to access the articles in the project.
  - After the account is made, teachers will search for "Meet a Soldier" and "Immigration in the U.S. Today." (Links are provided below.)
    - Meet a Soldier Article
    - Immigration in the U.S. Today
  - If each student has a laptop, this can be assigned digitally.
- Articles Guiding Questions Graphic Organizer (Optional- see below.)
- Immigrants St. Augustine National Cemetery Digital Mini Tour
- Immigrants St. Augustine National Cemetery Mini Tour Notes
- Immigrants St. Augustine Mini Tour Graphic Organizer (Optional- see below)
- Student Research - Sources on Veteran Immigrants
  - Azevedo, Stanley Joseph Source Packet
  - Baez, Casimiro Mercado Source Packet
  - Marcelino Patricius Perez Jr. Source Packet
  - Mendez, Carmelo Source Packet
  - Perez, Charles Ernest Source Packet
  - Perez Jr., Michael Source Packet
  - Rojo, Estevan Source Packet
- Veteran Source Packet Notes (see below)
- Veteran One-Pager Gallery Walk Notes (see below)
- If completing One-Pager on paper -
  - Pencils, colored pencils, white copy paper, fine tip Sharpie pens

- If completing digitally -
  - Programs such as PowerPoint, Google Slides, Microsoft Word, Canva, etc.

Learning Objectives

By the end of the project, students will be able to explain, through a one-pager, the effect immigrants had during multiple wars by analyzing primary and secondary sources on specific Veterans.

Procedure

Note: Use the PowerPoint as you go through the lesson to help guide you and your students.

Day 1: Introduction to the terms Veteran and Immigrants

- Reminder – a FREE account needs to be made on Readworks.org in order to access the articles.
- The students will gain a basic understanding of the terms "Veteran" and "Immigrants" from the articles. The teacher will want to print copies of the articles if they want students to annotate them while they read.
  - Purpose for reading "Meet a Soldier": Introduction to the term "Veteran" and the importance of Veterans in the United States.
  - Purpose for reading "Immigration in the U.S. Today": Introduction to the term "Immigration" and why immigrants move from their native countries.
  - While students are reading the articles, they will be circling and highlighting terms/phrases to help guide them to the understanding of the terms "Veterans" and "Immigrants." There are guiding questions on the provided PowerPoint. (See above materials section.)
    - If desired, students can answer the guiding questions on the article graphic organizers (see below.)
  - If needed, the website provides the option to read aloud for student accomodations.

Day 2: St. Augustine National Cemetery Immigrant Mini Tour

- Purpose of tour: further knowledge of what a Veteran and Immigrant are, gain knowledge of what makes a cemetery a National Cemetery, and exposure to different primary resources that will be used later in the project (draft cards, censuses, birth certificates, etc.).
  - Students will take an independent digital mini tour of St. Augustine National Cemetery that focuses on Veterans who were immigrants or second-generation immigrants.

    - Optional: Have students complete the
  - Students will need an individual computer. If individual computers are not accessible, the tour may be projected on a SMART Board (or similar platform.)
- When the tours are complete, teachers and students will have an open discussion to clear up misconceptions and ensure students understand what a Veteran and Immigrant are, the difference between a cemetery and a National Cemetery, and a basic understanding of different types of primary resources.

Day 3: Introduction to sources on the Veterans/Choose 1 Veteran

- On day 3, examples of the types of sources the students will have access to are shown and explained. These sources can be intimidating. Please remind students to take their time while they are reviewing each example and ask questions when needed.
- The types of documents are broken down on the PowerPoint to help ensure the research is accurate.
- Once the review is over, students will have time to skim over each of the Veteran Source Packets. When they are finished, they will pick ONE Veteran to dive into and create their project on.
  - Depending on your students, you may decide to pair them to do the research and source analysis.

Day 4 - 6: Analyzing and note-taking information on your Veteran

- Each provided packet of sources on the Veterans has a multitude of different sources and information. The goal for the students is to create a timeline for their Veteran using the information found. This will help them with their final project.
  - If desired, the graphic organizer (attached below) can be distributed to students to help them keep track of the information they learn and what they will need to include in their final project of the one-pager.

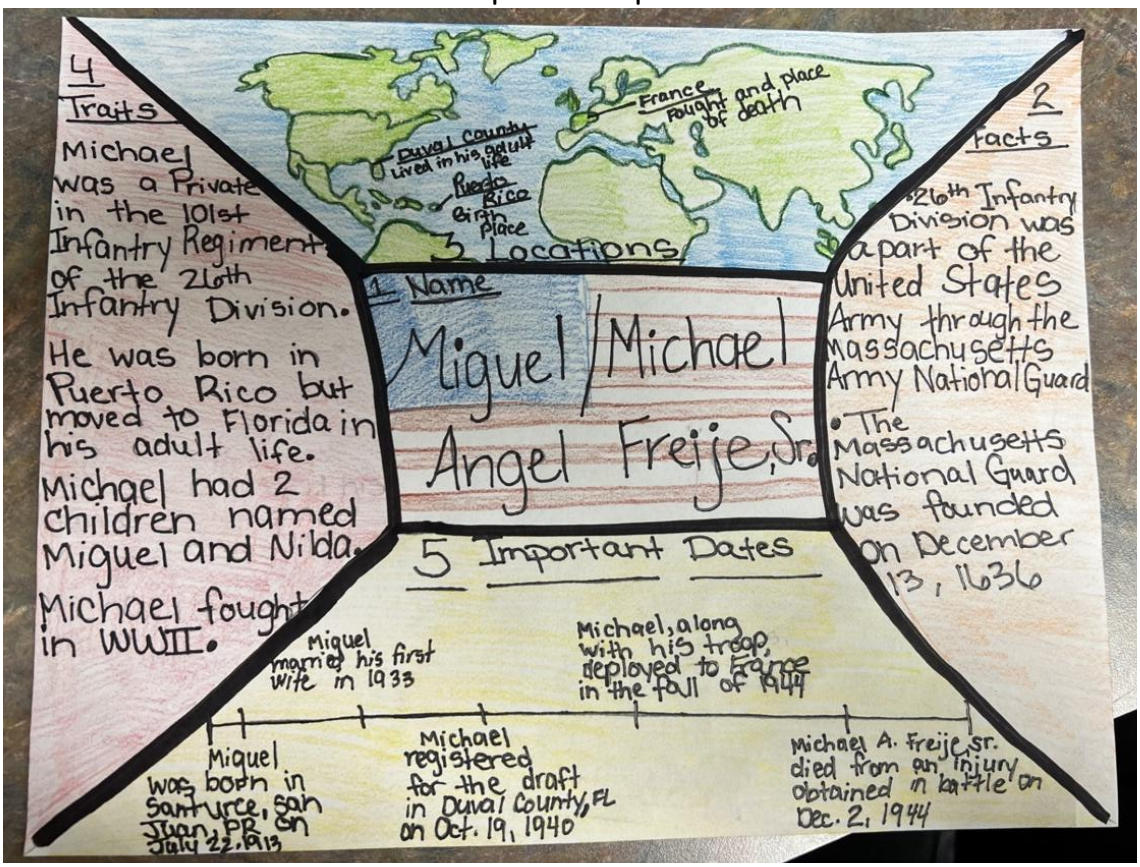
Day 7 - 9: Using the information gathered, create your one-pager.

- Provide your students with the guidelines for the one-pager assignments listed below. (These are also listed out in the PowerPoint if you want to use that as a reference.)
  - **Your Veteran's name:** This is the title of your one-pager. Make sure your Veteran's name is larger than other texts and noticeable so we can keep our Veteran's name alive.
  - **Your Veteran's Branch**: Find out what branch your Veteran served in. Research 2 facts about that branch and add it to your one-pager.
  - **Locations:** Use your sources to identify 3 locations your Veteran lived, served, was buried, etc. Ensure you identify and write the significance of the locations on your one-pager.

- Traits about your Veteran: Throughout your research, you will learn a lot of information on your Veteran. Pick 4 important traits and explain on your one-pager. Some examples – ethnicity, relationship status, employment pre or post service, job within their branch, deployments, etc.
- Dates: As you analyze, find 5 important dates for your Veteran. For example, birth date, date of enlistment, marriage date, child's birthday, etc. Make sure your dates are in chronological order. Hint: Create a timeline or list on your one-pager.

- Before students begin, share the provided examples with them below. Determine if students will create a digital or paper copy (or if they can choose.)

Paper Example:



Digital Example:

5 Important Dates:	4 Traits:		3 Locations:	2 Facts:
July 22, 1913 – Miguel was born in Santurce, San Juan, Puerto Rico 1933 – Miguel married his first wife October 19, 1940 – Michael registered for the draft in Duval County, FL Fall of 1944 – Michael, along with his troops, were deployed to France December 2, 1944 – Michael A. Freije, Sr. died from an injury obtained in battle	Michael was a Private in the 101st Infantry Regiment of the 26th Infantry Division. He was born in Puerto Rico but moved to Florida in his adult life. He had two children named Miguel and Nilda. Michael fought in World War 2. 	**Miguel, also known as, Michael Angel Freije, Sr.**	Michael was born in the country of Puerto Rico. He moved to Duval County which is located in Florida, USA. He was deployed to France. His troops moved across France to fight the Germans during WW2. 	The 26th Infantry Division was a part of the United States Army through the Massachusetts Army National Guard. The Massachusetts National Guard was founded on December 13, 1636.

Day 10: Gallery Walk Presentations

- The Gallery Walk Presentations may be completed in a few different ways. I have listed a few ways below. The first example correlates with the PowerPoint presentation.
  - Create a day on your school calendar where you invite other classes to come to view your classes' work. The students will stand near their projects and explain their Veteran's history through their One-Pager.
  - If time is limited, you can still have a Gallery Walk within your classroom. To do so, create the space for a combination of a jigsaw and gallery walk. Have each group choose one representative to stay with the one-pagers for their Veteran to present the information. The other students will rotate around the room to examine the other one-pagers and listen to other students speak.
    - Students will fill out the Veteran One-Pager Gallery Walk Notes graphic organizer as they listen to their peers. (See below.)
  - Remind students to speak clearly and respectfully and ensure they are highlighting the Veteran and their role they played as an immigrant or second-generation immigrant who played a role in one of the wars from our past.

Bibliography for Further Reading/Teacher/Student Use

"How Immigrants Give Back to the U.S. as Soldiers and Veterans." The Immigrant Learning Center. April 13, 2023. https://www.ilctr.org/how-immigrants-give-back-to-the-u-s-as-soldiers-and-veterans/.

"Immigration in the U.S. Today." ReadWorks. Accessed September 26, 2023. https://www.readworks.org/article/Immigration-in-the-US-Today/c1c27367-6e3a-4784-ae7d-9b89ac89ce92#!articleTab:content/.

"Immigration to the United States, 1851-1900." Library of Congress. Accessed August 23, 2023. https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/rise-of-industrial-america-1876-1900/immigration-to-united-states-1851-1900/.

"Meet a Soldier." ReadWorks. Accessed September 26, 2023. https://www.readworks.org/article/Meet-a-Soldier/e481b00d-de2e-42d6-b8f6-a37af01ffb32#!articleTab:content/.

"Naturalized World War I Soldier Frank Capra." US Citizenship and Immigration Services. November 16, 2022. https://www.uscis.gov/about-us/our-history/stories-from-the-archives/naturalized-world-war-i-soldier-frank-capra.

Article Guiding Questions

Article: Meet a Soldier	
What is a Veteran? (Use the text to find your answer.)	
Why is Veterans Day celebrated in the US?	
Article: Immigration in the U.S. Today	
What is an immigrant? (Use the text to find your answer.)	
What are some examples of why immigrants choose to move to a different country?	

St. Augustine National Cemetery Immigrants Mini-Tour Graphic Organizer

As you complete the Immigrants Mini-Tour of St. Augustine National Cemetery, answer the following questions.

For each stop, write one interesting thing you learned in the space below.	
Stop 1- Dade Monuments	
Stop 2- Francis McNally	
Stop 3- Henry Good	
Stop 4- Theodore Walter Wengert	
Stop 5- Francis Piet	
Stop 6- John Carves	

Stop 7- Lawrence Bowden	
Reflection Questions	
Why do you think so many immigrants chose to serve in the US military?	
What similarities did you discover about why people chose to move to the US?	
Which Veteran's story stuck out the most to you? Why?	

Veteran Source Packet Notes

Please fill out the following graphic organizer. This will help you keep track of the information that you find in the primary sources so you can compile the one-pager project about your chosen Veteran.

Veteran's Name	
Veteran's Conflict(s)	
Historical Context of the Conflict(s) Fought (What key information do you need to know about this conflict and time period to understand the story better?)	
Branch of the Military	
Two Facts About this Branch of the Military	

Identify three locations that your Veteran lived, served, was buried, etc. For each location, include the significance of that location and include what source you got the information from.	
Important Traits About Your Veteran List as many traits as possible that you learn about your Veteran here. These could include jobs, ethnicity, relationships, position within the military, deployments, etc. Use parentheses to cite the source where you found the information.	

Important Dates List at least 5 important dates from your Veteran's life. Think about birthdates, marriage dates, enlistments, deployments, etc. You MUST list these in chronological order and cite the source!	
What was the most interesting thing you learned about this Veteran? Why?	

Veteran One-Pager Gallery Walk Notes

While you learn about Veterans from your peers, answer the following questions to keep track of what you learned. You do NOT need to complete this for your own Veteran.

Veteran's Name	
Branch of the Military	
Conflict(s) Fought	
Most Interesting Fact You Learned	

Veteran's Name	
Branch of the Military	
Conflict(s) Fought	
Most Interesting Fact You Learned	

Veteran's Name	
Branch of the Military	
Conflict(s) Fought	
Most Interesting Fact You Learned	

Veteran's Name	
Branch of the Military	
Conflict(s) Fought	
Most Interesting Fact You Learned	

Veteran's Name	

Branch of the Military	
Conflict(s) Fought	
Most Interesting Fact You Learned	

Veteran's Name	
Branch of the Military	
Conflict(s) Fought	
Most Interesting Fact You Learned	