

Veterans Legacy Program Curricular Materials



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Grade	5
Time (Minutes/ Days)	30 minutes per day 4 week unit (20 days total)

Lesson Overview

Integrate ELA and Social Studies as students use reading and research skills to create biographical story maps about Veterans and write poems that highlight character traits they exhibited.

Essential Question(s)

Why is it important to research Veterans of the past and share their stories? What type of message can their experiences leave for us today?

What overarching character traits do US Veterans embody? How do these qualities exemplify the responsibilities and roles of United States citizens?

Florida State Standards OR AP/IB/AICE Equivalent (if you are writing this lesson for one of the advanced courses you teach)

Fifth Grade Social Studies Strand: Civics and Government
Standard 2: Civic and Political Participation

Fifth Grade Social Studies Strand: American History
Standard 1: Historical Inquiry and Analysis

Fifth Grade Social Studies Strand: Geography
Standard 1: The World in Spatial Terms

Link to 2023 Florida Social Studies Standards
<https://www.fldoe.org/core/fileparse.php/20578/urlt/5-3.pdf>

Fifth Grade ELA Strand: Communication
Standard 4: Researching

Fifth Grade ELA Strand: Communication
Standard 1: Communication through Writing

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Fifth Grade ELA Strand: Communication
Standard 5: Creating and Collaborating

Link to Florida ELA B.E.S.T. Standards

<https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf>

Benchmarks

SS.5.CG.2.4 Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.

- Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill.
- Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.

SS.5.CG.2.6 Explain symbols and documents that represent the United States.

- Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States.

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

SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.

ELA.5.C.4.1 Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

Benchmark Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

ELA.5.C.1.4: Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.

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ELA.5.C.5.1 Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.

Benchmark Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.

Required Materials

- *Restart* by Gordon Korman (class set)
- Social Studies journal (one per student)
- PowerPoint for *Restart* Questions
- Computer/Laptop (with a student Google account)
- Character Analysis Sheet (Attached below)
- Character Report Cards (Attached below)
- Copies of UCF-VLP Elementary & Middle School Biographies
- Primary & Secondary Sources for Biographies for Google Slide Story Maps
- Story Map Directions and Rubric Packet

Learning Objectives

By the end of the unit, students will be able to create biographical electronic story maps about Veterans and write descriptive poems about them that display their character traits.

Procedure

NOTE #1: Only read the first two chapters of *Restart* aloud on the very first day of this lesson unit. In order to have ample time in class, the remainder of the book should be assigned as reading homework each evening. This prepares students for discussion the following school day.

NOTE: #2: Circulate the room whenever students are writing journal entries or sharing them with partners or table groups. This allows time to provide immediate feedback and conduct quick checks for understanding.

Week One

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Day 1

1. Display the title page of the PowerPoint slide for *Restart* while students take out their Social Studies journal (or lined sheet of paper) and draft their own definition of the word "citizenship". Ask students to share their definitions with their table group and amend their definitions if they would like. Read aloud the definition on slide 3. Discuss with the class how this could relate to a school environment.
2. Distribute *Restart* novel. Let students know they are about to begin a new book study titled *Restart*. Discuss what they think the story may be about based on the title and the picture. Have them turn the book to the back cover and read the blurb. Read chapters 1-2 aloud.
3. Ask students to write in their journals the answer to the following: Based on chapters 1-2 of *Restart*, what type of school citizen is Chase? Use examples from the text, with page number citations, to support your position.
4. Assign chapters 3-5 to read for homework.

Day 2

1. Ask students to get out their Social Studies journals. Pose the question: Do you feel you have ever been bullied? What did the bully do? How did you respond? Share your experience with your table group. Remind students NOT to state the person's name during the discussion. Tell students bullying is unwanted behavior that is repeated, an imbalance of power, and purposeful. Students should report this type of behavior to teachers immediately!
2. Read slide 4 of the *Restart* PP, so they can create a Venn Diagram comparing/contrasting Shoshanna's and Brendan's reactions toward Chase. Pose the question: Would you be more like Shoshanna or Brendan if you encountered Chase? Is that a good way to problem-solve? Why or why not?
3. Assign chapters 6-8 to read for homework.

Day 3

1. Ask students to get out their Social Studies journals. Time students for 2 minutes as they brainstorm in their journals what makes a good friend. Give students one minute to compare their answers with their elbow partners.
2. Say, "Today, we are going to analyze Chase, the main character of *Restart*." Read aloud slide 5 of *Restart* PP: "Character traits include the feelings, thoughts, actions,

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and dialogue of a person. Based on chapters 1-8 of *Restart*, choose the most evident character traits displayed by Chase thus far. Write the traits you infer about Chase in each box. Then, cite at least two examples on your foursquare paper to prove your reasoning." Students will work with the same partner to complete this task.

3. Assign chapters 9-11 to read for homework.

Day 4

1. Ask students to get out their Social Studies journal. Ask students to write their own definition of the word "Veteran". Show slide 6 of *Restart* PP. Read the definition for the word and provide time for students to write it under their initial definition.
2. Introduce the definition of the Medal of Honor. Discuss the connotative meaning of the word "prestigious". Describe the six Medal of Honor character traits: Courage, Sacrifice, Patriotism, Citizenship, Integrity, and Commitment and how they apply to everyday life. Let students know we will analyze characters in *Restart* to identify how they used them.
3. Ask students to complete short responses to the following questions: Why do you think Mr. Solway answered this way? Can you infer something about his character from his statements? Write 2-3 sentences in your journal. Invite students to share responses with the entire class and discuss.
4. Assign chapters 12-13 to read for homework.

Day 5

1. Ask students to get out their Social Studies journals. Allow five minutes for students to share in their small groups about a time they wanted to quit an activity but decided to stick with it. Was the decision positive or negative? Why?
2. Show slide 7 from *Restart* PP. Tell them to write the meaning of the word "Commitment", one of the six Medal of Honor character traits. Discuss how this could be important in everyday life.
3. Read the journal question and provide time for students to answer. Discuss responses with the entire class.
4. Assign chapters 14-15 to read for homework.

Week 2

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Day 6

1. Ask students to get out their Social Studies journal. Invite them to discuss with their shoulder partners responses to the following questions: Tell about a special time you remember celebrating July 4. What did you do? How did it make you feel?
2. Present slide 8 from *Restart* PP. Read the definition of “Patriotism” and ask students to write it in their journals. Ask them to answer the following questions in their journals and be prepared to share with their table group: In chapter 14, Chase begins to see Mr. Solway in a different light. On page 118, Chase expresses, “Now that Shoshanna and I are coming over to work on the video, he is totally different. He wants to present himself well on camera...” How is Mr. Solway modeling patriotism by sharing his experiences as a Veteran? Why is it important for his story to be heard? Are Shoshanna and Chase exhibiting patriotism even though they are not on camera? Why or why not?
3. Ask students to share journal entries with their shoulder partners.
4. Assign chapters 16-17 to read for homework.

Day 7

1. Ask students to get out their Social Studies journals. Display slide 9 from *Restart* PP. Read the definition of “Courage” as they write the definition in their journals. Say to the class, “According to the National Medal of Honor Heritage Center, ‘Acts as simple as speaking out when you believe something is wrong or standing up for someone who has been mistreated are ways that we as humans can live out acts of courage in our daily lives.’” Share with your table group about a time you showed courage to help yourself or another. How did it make you feel?
2. Read the Journal Entry and Discussion portion of the slide. Once you have circulated and students are finished, call on individuals to tell their favorite strategy to overcome fear or nervousness during a difficult situation.
3. Assign chapters 18-20 to read for homework.

Day 8

1. Ask students to get out their Social Studies journal.
2. Show slide 10 of *Restart* PP on the screen. Ask students to write the definition of

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"Sacrifice" in their journal. Discuss how putting others before yourself is key to one's character.

3. Tell students they will watch a video where Medal of Honor recipients describe what sacrifice means to them. Ask students to list examples they learned while watching the video:
 - a. <https://www.cmoahs.org/news-events/video-library/character-club-sacrifice-elementary-video/>
4. Discuss with the whole class: One Veteran in the video we just watched said "Sacrifice is synonymous with giving." How can you show this giving attitude toward those at school, home, and around your community? Do Random Acts of Kindness apply?
5. Read the remainder of slide 10. Once work is complete, ask students to share their drawings and written predictions about how Bear will get back at Chase.
6. Assign chapters 21-22 to read for homework.

Day 9

1. Ask students to get out their Social Studies journal. Tell students chapters 21-22 show characters in despair. Chase states, "...Right now the new Chase is the life I'd rather have (p. 178)." Meanwhile, Shoshanna calls herself "the stupidest person in the history of the world" because of what happened to her brother Joel (p. 179). Both are good examples of how to use characters' feelings to write a poem with strong emotion. Figurative language helps the author show the intensity of how a character feels.
2. Show slide 11 of *Restart* PP. Review guidelines for writing the poem and define forms of figurative language listed (if necessary). Ask students to choose Shoshanna or Chase to write a descriptive poem about how either character feels after Joel has been hurt.
3. Call on students to read aloud their poems.
4. Assign chapters 23-25 to read for homework.

Day 10

1. Ask students to get out their Social Studies journal. Depending on how much time was left after generating poems, check to see if students still want to share poems written yesterday.

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2. Display slide 12 of *Restart* PP. Read aloud the slide: In Chapter 25, Chase's memory all comes flooding back after he sits on the roof and finds the Medal of Honor. Chase runs out the door. What do you think he will do? Write your response in your journal. Find two pieces of evidence from the text that support your prediction. After students write their predictions, have them share with their table groups.
3. Assign chapters 26-28 to read for homework.

Week 3

Day 11

1. Ask students to get out their Social Studies journal. Show slide 13 of *Restart* PP on the screen. Ask students to write the definition for "Integrity" in their journal.
2. Tell students they will watch a video where Medal of Honor recipients describe what "Integrity" means to them. Ask students to list examples they learned while watching the video:
 - a. <https://www.cmohs.org/news-events/video-library/character-club-integrity-elementary-video/>
3. Read the following from the slide: Veterans in the video equated integrity to honesty. Look at pp. 221-224 in chapter 28 of *Restart*. Did Chase model this character trait toward Mr. Solway? What about toward Bear and Aaron? Do you think he knew there would be consequences? Ask students to share within their table groups they have answered the question.
4. Assign chapters 29-30 to read for homework.

Day 12

1. Ask students to get out their Social Studies journal. Ask students to discuss the end of the book with their table groups. Were any students surprised by the outcome for Chase? What about any other characters?
2. We have looked carefully at the Six Medal of Honor Character Traits and identified characters who modeled them with *Restart*. While Chase's early actions were the opposite, character growth was evident by the end of the novel.
3. Distribute Character Report Cards to students.

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4. Display slide 14 from *Restart* PP and ask students to independently complete a Character Report Card for Chase. They may use their notes from the Social Studies binder as well as the book to reference. Also ask them to be prepared to answer questions about the impact of a mentor/role model.
5. Ask students to turn in the report card as an assessment.

Day 13

1. Now that they have learned about Veterans and the character traits they possess, inform students they will begin to study Veterans using primary and secondary sources and create story maps about their lives using Google Slides.
2. Distribute copies of Elementary and/or Middle School Student Biographies from UCF Veterans Legacy Program. There should be one set of copies per four people at their table group. NOTE: Review prior to distributing to ensure reading level compatibility.

Elementary School Link:

<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-BiographiesforElementarySchool.pdf>

Middle School Link:

<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-BiographiesforMiddleSchool.pdf>

3. Ask students to read on their own and annotate the main idea and key details that tell the story of the Veterans. In addition, ask them to identify text structures of the biographies.
4. Allow time for students to discuss what they annotated at table groups. Then ask for students to share with the entire class. Guide students, if needed, to realize these biographies will have three main sections: Early Life, Military Service, and Legacy. Also, a bibliography will be written.
5. Pass out the rubric to model how it coincides with the sample biographies they read today. They will work in groups of four to conduct research together. Each person will be responsible for creating at least one Google Slide for the story map.

Days 14-18

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1. Determine your groups of four ahead of time. Pass out directions and rubric packets and review with students. Remind them they will work as a team to conduct research. Review the importance of accurate note taking and paraphrasing, so they write in their own words.
2. Distribute Veteran packets (one set per group), which include Veterans with ties to our community or nearby (east coast of central Florida).
 - [Aanerud, Doris](#)
 - [Baez, Casimiro](#)
 - [Bunarowski, Maxine](#)
 - [Boyd, Robert](#)
 - [Crowl, Clarence](#)
 - [Canale, Sam](#)
 - [Duerk, Alene](#)
 - [Fostek, Josephine](#)
 - [Perry, Leona](#)
3. Circulate the room to help with research. Once students have completed the research pages, remind them to decide as a team font colors, size, and how the maps will flow from slide to slide. Once this is complete, students will complete their portions of the story and "share" them with each other to collate. The finalized presentation will be sent to the teacher.

Days 19-20

1. Ask students to present their story maps to the class. Encourage them to answer any questions that may arise from the presentation.
2. Once all of the groups have finished, assign students to write a descriptive poem about their Veteran.
3. This individual assignment must have a minimum of four lines and include figurative language (e.g., similes, metaphors, idioms, personification, hyperbole). Readers should be able to "feel" the experience of the Veteran through the words. See day 9 of this lesson plan to model the assignment that was done previously while reading *Restart*.
4. Final drafts of poems will become a part of an anthology about Veterans. Students will illustrate their poem on the opposite page of the book.

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Bibliography for Further Reading/Teacher/Student Use

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<https://www.mohhc.org/explore/6-medal-of-honor-character-traits/>.

Korman, Gordon. (2022) 2017. *Restart*. New York, Ny: Scholastic Inc.

"StoryMap." 2014. StoryMap. 2014. <https://storymap.knightlab.com/>.

"The Medal." n.d. National Medal of Honor Museum. <https://mohmuseum.org/the-medal/>.

Names: _____ _____	Character Analysis	Date: _____
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<p>Through his FEELINGS, we can infer one character trait Chase exhibits is _____.</p> <p>Text Evidence #1 (p. _____)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Text Evidence #2 (p. _____)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Through his THOUGHTS, we can infer one character trait Chase exhibits is _____.</p> <p>Text Evidence #1 (p. _____)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Text Evidence #2 (p. _____)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Names: _____	Character Analysis	Date: _____
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<p>Through his DIALOGUE, we can infer one character trait Chase exhibits is _____.</p> <p>Text Evidence #1 (p. _____)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Text Evidence #2 (p. _____)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Through his ACTIONS, we can infer one character trait Chase exhibits is _____.</p> <p>Text Evidence #1 (p. _____)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Text Evidence #2 (p. _____)</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Six Medal of Honor Character Trait Report Card

Student Name:

School:

Letter Grades: A, B, C, D, F

Evaluator Name _____

Novel: *Restart*

Name of Character Trait	Letter Grade Earned	Comments (Cite evidence from text with page numbers)
Citizenship		
Commitment		
Courage		
Integrity		
Patriotism		
Sacrifice		



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Rubric for Google Slide Story Map (Groups of Four)

Criteria for Google Slide Story Map	Fully 3	Partially 2	Not Evident 1
The story map is in chronological order and has a flow from slide to slide (e.g., font size, color scheme).			
Each Google slide consists of a map that marks the location of the Veteran along with text to detail key events within the biography.			
Relevant pictures are included to draw the reader into the presentation.			
A bibliography is evident to note primary and secondary sources used and post further reading that may be interesting.			
Grammar, punctuation, and standard spelling are evident throughout the story map.			
The entire group worked as a team and shared responsibilities.			
All information within the story map is accurate.			
Knowledge about Veteran is evident during the presentation and Q & A.			



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Expectations for Google Slide Story Map

Students' Names

1. _____ 2. _____

3. _____ 4. _____

Directions:

1. Work as a team to complete your research of your Veteran. Make sure you use the template to write information as you work. Remember to identify from what source you are gathering this information. Try to verify research with multiple sources to ensure your story map is accurate.
2. Each person in the group will create at least one slide to depict a timeline of important events. They will be represented in three major categories: Early Life, Military Service, and Legacy. Remember a bibliography must be at the end of the presentation.
3. Relevant pictures should be added along with a “pin” on the map to show the Veteran’s location at that time. The text should be accurate about the key event.
4. Remember who you are writing about and use the appropriate voice and tone when writing. Conventions count! Each person in your group should proofread all slides prior to turning in the project.
5. Be ready to share your story map with the rest of your classmates.



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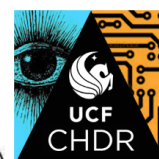
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Primary & Secondary Sources

Notes by: _____

Early Life

Think about the following:

Veteran's FULL name, and date & place of birth. Where did their parents and grandparents live? What schools were attended? What jobs were held? What was the overall economy like in the US? Did the Veteran marry? Have children?

Military Life

Think about the following:

Where was basic training? What branch of armed forces did the Veteran join? What rank? What squadron, battalion, etc.? Did jobs in early life coincide with duties within the military? On what dates did the Veteran move from location to location? Did the Veteran receive recognition, medals, etc.?

Legacy

Think about the following:

Did the Veteran return home? Remain in the military? What career was chosen after leaving the armed forces? What impact did the Veteran have on the community? A member of clubs, or organizations? How is the Veteran remembered?

Primary and Secondary Sources



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