

Veterans Legacy Program Curricular Materials



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Grade(s)	9-12
Time (Minutes/ Days)	<p>Year-Long Project Suggested Timeline:</p> <ol style="list-style-type: none"> 1. Two forty-five minute classes every six weeks 2. Field trip to Bay Pines National Cemetery (BPNC) 3. One or two forty-five minute classes for reflection and essays about student experiences at BPNC

Lesson Overview

Students will use this year-long project to practice using and analyzing primary sources. It will culminate in the creation of US Veterans' biographies. Students will organize these biographies into the following three sections: Early Life, Military Service, and Post-Military Life/ Legacy.

Each Veteran activity will be the introductory hook for 4 benchmark US conflicts:

- WWI
- WWII
- Korean War
- Vietnam War

Lesson Activities

- Analyze primary and secondary sources to understand Veterans' histories who fought in different conflicts and introduce students to the Veterans buried in BPNC.
- Pre-visitation Activities: Go over cemetery etiquette and expectations before visiting BPNC, as well as history of the cemetery.
- Visitation activities: Walking tour. Laying down pennies, headstone rubbings, saying the names out loud.
- Post visitation: Debrief with students. Students will be responsible for creating personal essays on field trip experience.

Essential Questions

How did Americans proudly serve this country in times of conflict?

How do historians use primary and secondary sources to research the lives of Veterans?

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Florida State Standards

- SS.912.A.4.5 Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.8 Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9 Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.A.6.5 Examine key events and peoples in Florida history as they relate to United States history
- SS.912.A.6.12 Examine causes, course, and consequences of the Korean War.
- SS.912.A.6.14 Analyze causes, course, and consequences of the Vietnam War.

Required Materials

- Veteran Source Packets
 - [Jane Gadde](#) (World War I, World War II)
 - [Charles Ernest Perez](#) (World War I)
 - [Estevan Rojo](#) (World War I)
 - [Frank DeMeis](#) (World War I)
 - [Marcelino Patricius Perez, Jr.](#) (World War I)
 - [Margaret Powers](#) (World War I)
 - [Mary Bristow Humbeutel](#) (World War I)
 - [Alfred Yankow](#) (World War I)
 - [Stanley Joseph Azevedo](#) (World War II, Korea, Vietnam)
 - [Louis Clabeaux](#) (World War II, Korea)
- Veteran Source Packet Notes (See below)
- Veteran Biography Outline (See below)
- [Field Trip to Bay Pines National Cemetery Intro PowerPoint](#)
- Bay Pines National Cemetery Notes Sheet (See below)

Learning Objectives

- Students will use primary and other sources to analyze Veterans from populations who served in US conflicts. Students will be introduced to the different types of primary or secondary documents to determine what information is used to create VLP biographies.

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- Students will be able to create bibliography notation for each student project writing.
- Students will be able to visit Bay Pines to bring each Veteran to life.

Procedure

Students will use a combination of primary and secondary sources to research and write biographies of different Veterans. This activity is created to be year-long. The different Veterans included are Veterans in history, and they served in various conflicts. This provides the students with a significant variety of perspectives and experiences.

Introduction Activity: Jane Gadde

1. Organize students into small groups of 2-3. Provide each group with a physical and digital copy of the primary source packet for Jane Gadde (Linked above in the materials section).
2. Assign each group one of the sources to review. Give them 5-10 minutes to look over the source with their peers. Students will make a list of as many observations about the Veteran's life as possible based on the document they are looking at.
 - a. You may want to assign roles to the students in the groups. Have one student be the reader, who will read the source aloud to the group. One student can be the scribe, who writes down all of the information they find. One student should be the presenter to share their findings with the class.
3. Give each group the time to share what they discovered with the class. For each document, the students should fill out their own individual notes sheet for the Veteran. (Note sheet attached below. Depending on how many sources you have the students examine, you may need to print additional copies or have students digitally copy the tables in the document to make space for more.)
4. Using their notes and the source packets, students will conduct further research on the context of the conflict and life of the Veteran. Then, they will use that information to write a biography about the Veteran. The biography should be organized into three different sections: Early Life, Military Service, & Post-Service Legacy.
 - a. Early Life should include information about the Veteran's family, as well as their youth and time before their military service. Have the students consider which types of primary sources may be most useful for this information. Make sure they use census records when available—these are treasure troves of information!
 - b. Military Service should include as much information as possible about their time in the military. Have students consider which types of primary sources will be most useful. They should be using things like their registration cards, muster rolls if in the navy, etc.
 - c. Post-Service Legacy should include information about their lives after their service. Have students consider what careers they had, how they contributed to their communities, their families, etc. Again, have students consider what types

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of sources are most helpful for this section.

- d. Make sure that the students cite their information in their biographies. It is up to you if you want them to use formal citations or simply parentheses within the text.
5. After finishing their biography, students will read Gadde's biography from the UCF VLP website and compare it to their own. Have them make edits on their own to add information that they missed that they think is important or interesting. Students can also highlight or annotate in some way the information that matches the biography from the website to see how successful they were.
 - a. [Jane Gadde's Biography](#)
6. This first activity is meant to be the foundation for future Veterans. You can determine if you want your students to complete future work in pairs or by themselves.
 - a. Please note that the other Veterans used in this lesson plan do not have VLP biographies written about them. The comparison that students will do with Jane Gadde's biography will help them to consider where they had holes in their research so they can apply that knowledge to their future research and writing.

Researching Veterans & Writing Biographies

1. Use the following Veterans in your class to elaborate more on the different conflicts you study. These can be used as case studies to examine the ways in which Veterans experienced these conflicts. Alternatively, you can use these all at once after learning about the various conflicts and do a gallery walk with the final biographies.
 - a. [Charles Ernest Perez](#) (World War I)
 - b. [Estevan Rojo](#) (World War I)
 - c. [Frank DeMeis](#) (World War I)
 - d. [Marcelino Patricius Perez, Jr.](#) (World War I)
 - e. [Margaret Powers](#) (World War I)
 - f. [Mary Humbeutel](#) (World War I)
 - g. [Alfred Yankow](#) (World War I)
 - h. [Stanley Joseph Azevedo](#) (World War II, Korea, Vietnam)
 - i. [Louis Clabeaux](#) (World War II, Korea)
2. Put students into pairs and assign them a Veteran to research. They will work together to read and analyze the primary sources and compile the necessary research to write a biography about the Veteran. As they go through the sources, they should all fill out their own copy of the Veteran Source Note Packet. This will help them organize their information for their biographies.
 - a. Students will need to consider the historical context of the Veteran's life (in particular the context of Florida before and after service and the history of the conflict they fought in) during this process. Encourage them to use the secondary resources listed below as references.
3. Students will individually write the biographies of their assigned Veterans using their Notes Packet as a guide. Remind them that they need three different sections: Early

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Life, Military Service, and Post-Service Legacy. If desired, you can use the attached Veteran Biography outline for your students.

Field Trip to Bay Pines National Cemetery

1. This field trip should occur after the students research and write about the Veterans listed above. All of the Veterans on the list are buried in BPNC so your students can go and find the Veterans there.
 - a. Reach out to the cemetery Director to schedule the field trip. Bay Pines has active burials, and the cemetery will have days it prefers over others.
2. Before visiting the cemetery, go over the PowerPoint below with your students. This will go over cemetery etiquette, the history of BPNC, how to navigate the cemetery, and other helpful information. Please note that it also includes some debriefing activities you can use after the trip.
 - a. [BPNC Field Trip Intro Slides](#)
3. Split the students into small groups. Each student will present information about the Veteran they researched, so ensure that each group has one student per Veteran so all of their stories are told.
 - a. This will work best if students do an in-depth research project on one of the Veterans listed above so they are sources of knowledge about the lives of that one particular Veteran.
4. During the trip, students will do the following:
 - a. Visit the headstones of the Veterans researched in class. Near each headstone, the presenter will give a quick synopsis of the life of that assigned Veteran. Have the students fill out the BPNC Field Trip Notes page attached for each Veteran visited.
 - b. Students will work in small groups to create headstone rubbings of the headstones of the Veterans they researched. Bring the rubbings back to your classroom to hang up on the walls.
 - c. Before leaving the cemetery, have a quick debrief discussion. Feel free to use the questions provided in the BPNC Field Trip Intro Slides linked above.
 - d. After the questions, give students a penny. Explain to them the importance of leaving a coin on a headstone (using the BPNC Field Trip Intro Slides as a resource if desired.) Then, have students choose a penny to leave on a Veteran's headstone and say their name out loud to commemorate their visit.
5. Headstone Locations in the Cemetery
 - a. Jane Gadde: Section 42 Row 2 Site 17
 - b. Charles Ernest Perez: Section 15 Row 5 Site 13
 - c. Estevan Rojo: Section 36 Row 3 Site 9
 - d. Frank DeMeis: Section 50 Site 156
 - e. Marcelino Patricius Perez, Jr.: Section 34 Row 1 Site 12
 - f. Margaret Powers: Section 13 Row 2 Site 18
 - g. Mary Humbeutel: Section 33 Row 2 Site 13

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- h. Alfred Yankow: Section 35 Row 5 Site 18
 - i. Stanley Joseph Azevedo: Section 1A Row 11C Site 1
 - j. Louis Clabeaux: Section 1A Row 21C Site 14
6. After the field trip, students will write a "Most Impactful Moments" personal essay about their experience visiting BPNC. In their writing students should answer the following questions:
 - a. Which veteran did you most connect with? What else would you like to know about this veteran? Or any other questions you might have.
 - b. What was your first impression of the cemetery?
 - c. What else would you like to know about Bay Pines Cemetery?
 - d. Why is it important to remember our Veterans?
7. If you cannot do a field trip to BPNC, this can be done in class by splitting your students into groups so they can share the stories of their Veterans.
8. This lesson plan is easily adaptable to other National Cemeteries. Keep in mind that UCF VLP has a ton of sources about Veterans buried all over the state. You would just need to change the Veterans your students research and (if you include a field trip) change some of the slides so that they pertain to your local cemetery.

Bibliography for Further Reading/Teacher/Student Use

World War I

"How WWI Changed America." The National WWI Museum and Memorial. Accessed September 26, 2023. <https://wwichangedus.org/>.

"Interactive Timeline." The National WWI Museum and Memorial. Accessed September 26, 2023. <https://www.theworldwar.org/interactive-wwi-timeline>.

"World War I." National Museum of American History Behring Center. Accessed May 12, 2023. <https://americanhistory.si.edu/topics/world-war-i>.

"World War I Secondary Sources." UCF Veterans Legacy Program. <https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-WWIBibliography.pdf>.

"Florida Soldiers in France: World War I," UCF Veterans Legacy Program. <https://vlp.cah.ucf.edu/wwi/floridafrancewwi.html>.

World War II

"Student Resources." The National WWII Museum New Orleans. Accessed September 26, 2023. <https://www.nationalww2museum.org/students-teachers/student-resources>.

"World War II Secondary Sources." UCF Veterans Legacy Program.

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

"World War II Records." National Archives. Accessed September 26, 2023.

<https://www.archives.gov/research/military/ww2>.

Korean War

"A Short History of the Korean War." Imperial War Museum. Accessed September 26, 2023.

<https://www.iwm.org.uk/history/a-short-history-of-the-korean-war>.

"Korean War." National Army Museum. Accessed September 26, 2023.

<https://www.nam.ac.uk/explore/korean-war>.

"The Korean War: Not Forgotten." Library of Congress. Accessed September 26, 2023.

<https://www.loc.gov/collections/veterans-history-project-collection/serving-our-voices/korean-war/korean-war-not-forgotten/>.

Vietnam War

"The Vietnam War: Primary Sources and Teaching Activities." DocsTeach. National Archives, Accessed September 26, 2023. <https://www.docsteach.org/topics/vietnam-war>.

"Vietnam War." National Archives. Accessed September 26, 2023.

<https://www.archives.gov/research/vietnam-war>.

Florida

"Florida Memory," State Library and Archives of Florida. Accessed September 26, 2023.

<https://www.floridamemory.com/>.

Veteran Source Packet Notes

For each primary source, 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 story of your assigned Veteran. Depending on how many sources you have, you may not use all of the sections below, or you may need to add extra.

Background Information

Assigned Veteran's Name	
Assigned 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	



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Primary Source Notes

Title of the Document	
What part(s) of the Veteran's life can we learn about from this source? (Early Life, Military Service, Post-Service & Legacy)	
List as many key details as you can about the Veteran's life based on this document.	
Say-it-in-6: In EXACTLY six words, summarize the main idea of this source in relation to the experience of this Veteran.	



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Veteran Biography Outline

Use the following sections to structure your biography. Make sure that you include citations in your biography so the reader knows where you found your information.

Section 1: Early Life



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Section 2: Military Service



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Section 3: Post-Service & Legacy



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Boy Pines National Cemetery Field Trip Notes

Veteran's Name

Below, please write down a quick summary of the Veteran's experiences in the war.

Say-it-in-6: In EXACTLY six words, summarize the legacy of this Veteran.



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