

# Veterans Legacy Program Curricular Materials



**VA**



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



UNIVERSITY OF CENTRAL FLORIDA

**Department  
of History**



Grade(s)	9-12
Time (Minutes/ Days)	<ul style="list-style-type: none"><li>1-2 50 Minute Class Periods</li></ul>

## Lesson Overview

Students will complete a Gallery Walk. This Gallery Walk will feature primary and secondary documents/images of the 5 Veterans the unit is centered around. Students will reflect on these documents/images to gain a deeper understanding of who they were and the impact they made on their communities after returning from war.

## Essential Question

How do Veterans continue to contribute to society after they return home from the war?

## Florida State Standards

- **SS.912.A.1** : Use research and inquiry skills to analyze American history using primary and secondary sources.
- **SS.912.A.1.2** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- **SS.912.A.1.4**: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- **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.
- **SS.912.A.6.15** Examine key events and peoples in Florida history as they relate to United States history.

## Required Materials

- Printed documents/images from the Veteran source packets.
  - [Donald David Ford](#)
  - [Joseph Emanuel Bailey](#)
  - [Robert James Baker](#)
  - [Sharon Earlene Armstrong](#)
  - [Sylvester Bailey](#)

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- Printed Notes Page
- [Census Mini-Lesson Powerpoint](#)
- [Class Discussion Powerpoint](#)
- Exit ticket [Google Form](#) (Please note this link will force you to make a copy for yourself so you can collect data for your students)
- Pencil
- Tape

## Learning Objectives

Students will analyze the documents/images to recognize who the 5 feature Veterans were and explain the impact they made on their communities after returning from war.

## Procedure

Students will engage in a Gallery Walk

This discussion technique allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, documents, and images.

### Before the class period begins:

Go through the various documents for each Veteran and select a minimum of 3 documents for each Veteran. Print out the documents they selected for each Veteran. It is recommended, if the resources are available, to put the documents in clear page protectors. Once the documents are printed they should be taped to various walls/doors around the classroom. If needed, make sure the desks are moved to accommodate the students walking around.

Print the Notes page (see below) for the students, before they get to class. This can also be done on their devices, if that is the teacher's preference.

\*The teacher has the freedom to choose how many Veterans they want to feature\*

### Step 1:

Introducing lesson - Tell the students that you will be looking at 5 Veterans who served in US conflicts. They will be looking at multiple documents and images that catalog each Veteran's life. The goal of the gallery walk is to discover who they were and, if possible, what legacy they created post-war.

If students are unfamiliar with what census documents are or look like, please spend a few

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minutes showing them a close-up photo of the census in this slide presentation- census [mini lesson](#).

## Step 2:

Walking through the 'Gallery Walk'- group students into small groups (2-4) and give each group a different document to start with. Explain to the students that they will be rotating from each document in either clockwise or counterclockwise order. Make sure the students have a copy of the Notes page (see below). The teacher can choose to have each student fill out their own document or they can assign a 'record keeper' for each group. Set a time limit for each image (1-2 minutes per image/document recommended). Once students have had the opportunity to rotate to all of the images/documents you can have the sit down for the class discussion. If they finish quickly you can have them debrief as a group before the class discussion.

## Step 3:

Class Discussion- Once the students have completed the gallery walk the teacher should lead the class discussion. This presentation will help guide the conversation: [Whole class Discussion](#). It is recommended that the teacher allow for on-topic discussion that may veer from this specific presentation. If a student notices something interesting or exciting within the gallery walk, try to make time to engage with their interest.

## Step 5:

Exit Ticket- Once the discussion has concluded, have the student complete this exit ticket. [Exit ticket](#)

The question is on the [Whole class Discussion](#). If it is easier for the teacher, the students can write their responses on the back of their Notes page (see below).

- Please note that if you plan to use the Google Form as your exit ticket, you will need to create a method for your students to access the form. This could include creating a QR code, TinyUrl, etc. that can be given to the students.

## Bibliography for Further Reading/Teacher/Student Use

Finefield, Kristi. "Veterans on Parade." *Library of Congress Blogs*, November 10, 2016, accessed September 18, 2023, <https://blogs.loc.gov/picturethis/2016/11/veterans-on-parade/>.

"VeggieTales: Everyone Counts!" *United States Census Bureau*, September 22, 2022, accessed September 18, 2023, <https://www.census.gov/programs-surveys/sis/2020census/2020-resources/2020-videos/veggie-tales.html>.

## Veteran Gallery Walk

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

For each Veteran, list the facts and characteristics that you are able to gather from the documents/images. In the last box explain the legacy or impact they had.

Veteran	Facts and Characteristics	Legacy and Impact
Sylvester Bailey		
Sharon Earlene Armstrong		
Robert James Baker		
Joseph Emmanuel Bailey		
Donald David Ford		



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