

Veterans Legacy Program Curricular Materials



VA



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Administration



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Grade(s)	9-12
Time (Minutes/ Days)	Four days or four 45-minute segments

Lesson Overview

In this lesson, students will explore the life of African American Veterans that served in WWII. Students will pick a Veteran to analyze a series of primary source documents that highlight the life of an African American Veteran from Jacksonville, FL. Additionally, students will explore secondary sources explaining the impact of African American soldiers during WWII, and the experiences of an African American living in the US. After exploring the documents, students will apply their understanding of African American life by creating a social media page- "UCF VLP Gram Page."

Essential Questions

1. What role did African Americans play in WWII?
2. What was the effect of WWII on the lives of African Americans at home and overseas?
3. Why did African Americans want to join the armed forces during WWII?
4. How do primary sources help you understand the historical period?

Florida State Standards

- SS.912.A.4.8 Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.6.15 Examine key events and peoples in Florida history as they relate to United States history.
- 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.W.1.1 Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.3 Interpret and evaluate primary and secondary sources.
- SS.912.W.8 Recognize significant events and people from the post World War II and Cold War eras.

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Required Materials

1. Veteran Primary Source Packets
 - a. [Hubert Barksdale](#)
 - b. [Eunice Cleveland Bell](#)
 - c. [Benjamin Franklin Addison Sr](#)
 - d. [Thomasena Louise Jackson Wreaves](#)
 - e. [Pauline Elizabeth Adkins McLaughlin](#)
2. WWII African American Veterans Historical Context & Primary Source Analysis Worksheet (Optional)
3. UCF VLP Gram Worksheet (see below)
4. Rubric (see below)

Learning Objectives

- Students will be able to understand the contributions of African American soldiers during WWII.
- Students will be able to understand the impact of WWII on the lives of African Americans.
- Students will be able to analyze how historical documents help us understand this historical period.

Procedure

Day 1

- Bell Work : What challenges did African Americans face before WWII?
 - Pass out sticky notes or use Google Jamboard to collect student responses.
 - Teachers can [reference this article](#) for additional content.
 - Discuss responses with the whole class. Emphasize and explain racism and segregation. Explain why this impacted the decisions of African Americans wanting to join WWII.
 - Teachers can [reference this article](#) for additional support.
- Explain there are five Veterans the students can pick from whom they will research. (Provide them with the list above in the materials section. Each name links to a source packet students will utilize for their research.)
 - Decide whether students will work on their research individually or in small groups.

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- Assign or let students choose a Veteran (make sure that the Veterans are equally distributed amongst your students.)
 - Provide students with the primary source packets for their Veterans. Explain and demonstrate how to analyze primary resources. The teacher will refer to the material list for the document.
 - Suggestions on teaching primary sources: Walk them through how to read a census and draft card. Teachers can [refer to this article](#) for census reading. Teachers can [refer to this article](#) for draft card readings.
 - Give students time to write down information from analyzing the primary sources.
 - Optional: students can fill out the WWII African American Veterans Historical Context & Primary Source Analysis Worksheet as they work through the lesson.
 - Optional: students can create a timeline to categorize information easily.
- Day 2
- Bell Work Question: what challenges did African Americans who served in WWII face?
 - Teachers can [refer to this article](#) for content.
 - Teachers should touch on unequal treatment, the Double-V campaign (two victories, the victory overseas against fascism and victory at home over racism), and limited opportunities for promotion for African American soldiers.
 - The teacher will start the class period with a review/ discussion on primary sources.
 - Teacher-guided questions:
 - How did the primary documents help with understanding the Veteran's life?
 - How can we relate the primary documents to our understanding of what is going on in this time period concerning African American challenges?
 - Students can start looking through the source packets provided to help them understand their Veteran's life based on their research.
 - Teachers need to monitor students to ensure they have the correct information for their Veteran. (Refer to the primary source packets for each Veteran linked above.)

Day 3 - 4

- Bell Work: What challenges did African Americans face after WWII?
 - Teachers can [refer to this article](#).
 - Teachers should touch on the civil rights movement.
- Teachers should explain the social media UCF VLP Gram activity. The final product must include the following:

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- Username for the Veteran. Either the Veteran's name, something related to their life/ interests, or a combination of the two.
- Profile Picture: Place this image in the circle at the top.
- Bio: Write 2-3 short sentences about the Veteran. This can be as creative as desired.
- Six Posts: Each post needs an image, a caption, and at least three hashtags. Each post should relate in some way to the Veteran's life and the challenges African Americans faced during WWII.
- Use the social media template and rubric provided below.

Bibliography for Further Reading/Teacher/Student Use

"About Census Records: Introduction to Census Records." National Archives.
<https://www.archives.gov/research/census/about>.

"African Americans: Pioneers." Library of Congress. Veterans History Project Collection, Accessed September 27, 2023.
<https://www.loc.gov/collections/veterans-history-project-collection/serving-our-voices/diverse-experiences-in-service/african-americans-at-war/african-american-pioneers/>.

Bamford, Tyler. 2020. "African Americans Fought for Freedom at Home and Abroad during World War II." The National WWII Museum | New Orleans. February 1, 2020.
<https://www.nationalww2museum.org/war/articles/african-americans-fought-freedom-home-and-abroad-during-world-war-ii> .

"Fighting for the Right to Fight: African American Experiences in World War II: Exhibit at the National WWII Museum in New Orleans." n.d. Righttofightexhibit.org.
<https://righttofightexhibit.org/before-war/>.

Pleasant , Keri. "Honoring Black History World War II Service to the Nation." US Army. February 27, 2020.
https://www.army.mil/article/233117/honoring_black_history_world_war_ii_service_to_the_nation.

"The Forgotten: African American Veterans." UCF Veterans Legacy Program. Accessed September 27, 2023. <https://vlp.coh.ucf.edu/forgotten.php>.

"World War II: The African American Experience." 2020. Ku.edu. 2020.
<https://wwii.lib.ku.edu/background>.

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

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

"World War II Selective Service Draft Registrations." Veteran Voices Military Research.
Accessed September 27, 2023.

<https://veteran-voices.com/world-war-ii-selective-service-draft-registrations/>.

WWII African American Veterans Historical Context

What Challenges Did African Americans Face Before WWII?

In your own words, define "racism."

In your own words, define "segregation."

How did racism and segregation influence the decisions of African Americans to join the military?

What Challenges Did African Americans Who Served During WWII Face?

Explain how unequal treatment impacted the experiences of African Americans in the military.

In your own words, explain the significance of the "Double-V Campaign."

How were African Americans limited in their opportunities for promotions within the military?



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WWII African American Veterans Primary Source Analysis

For each source in the source packet for your Veteran, fill out the following chart. Depending on how many sources are in the packet, you may not use all of the charts (or you may need to add in extra.)

Veteran Name:

Title/ Type of Primary Source	
Say-it-in-6: In exactly 6 words, summarize the most important piece of this document.	
How does this primary source help us understand the life of this Veteran?	
How does this primary source enhance our understanding of the challenges African Americans faced during this time?	



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Title/ Type of Primary Source	
Say-it-in-6: In exactly 6 words, summarize the most important piece of this document.	
How does this primary source help us understand the life of this Veteran?	
How does this primary source enhance our understanding of the challenges African Americans faced during this time?	

Title/ Type of Primary Source	
Say-it-in-6: In exactly 6 words, summarize the most important piece of this document.	
How does this primary source help us understand the life of this Veteran?	
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Say-it-in-6: In exactly 6 words, summarize the most important piece of this document.	
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How does this primary source enhance our understanding of the challenges African Americans faced during this time?	

Title/ Type of Primary Source	
Say-it-in-6: In exactly 6 words, summarize the most important piece of this document.	
How does this primary source help us understand the life of this Veteran?	
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Title/ Type of Primary Source	
Say-it-in-6: In exactly 6 words, summarize the most important piece of this document.	
How does this primary source help us understand the life of this Veteran?	
How does this primary source enhance our understanding of the challenges African Americans faced during this time?	

Title/ Type of Primary Source	
Say-it-in-6: In exactly 6 words, summarize the most important piece of this document.	
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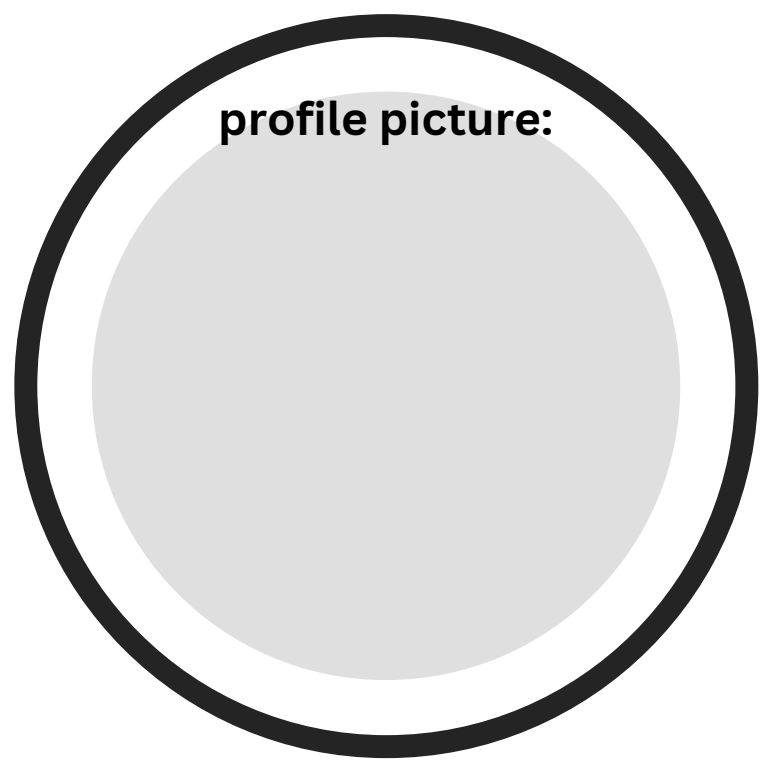
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UCF VLP-Gram



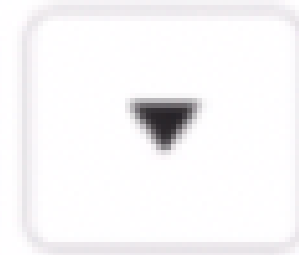
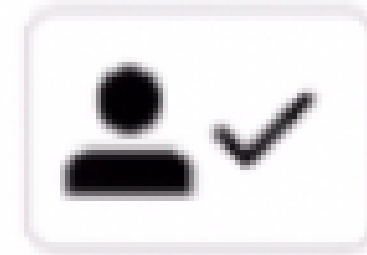
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followers

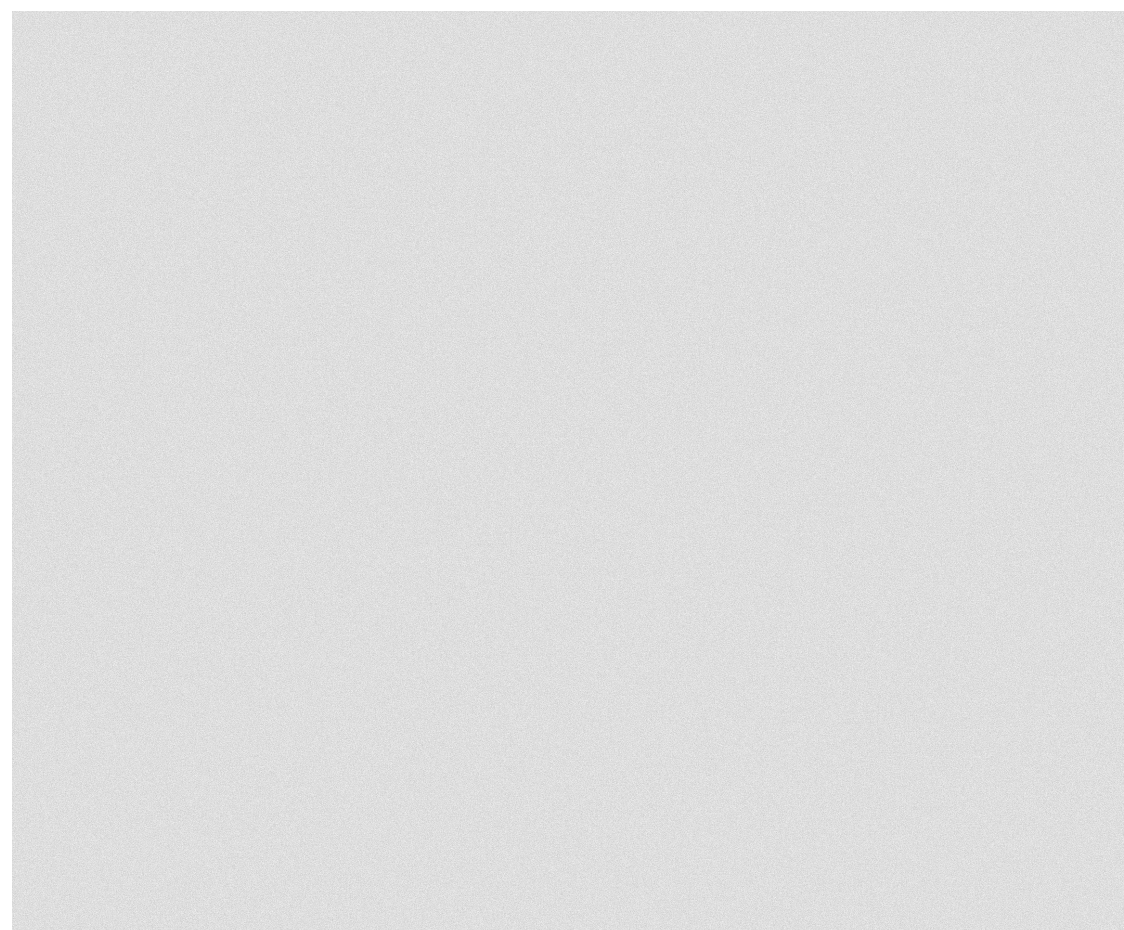
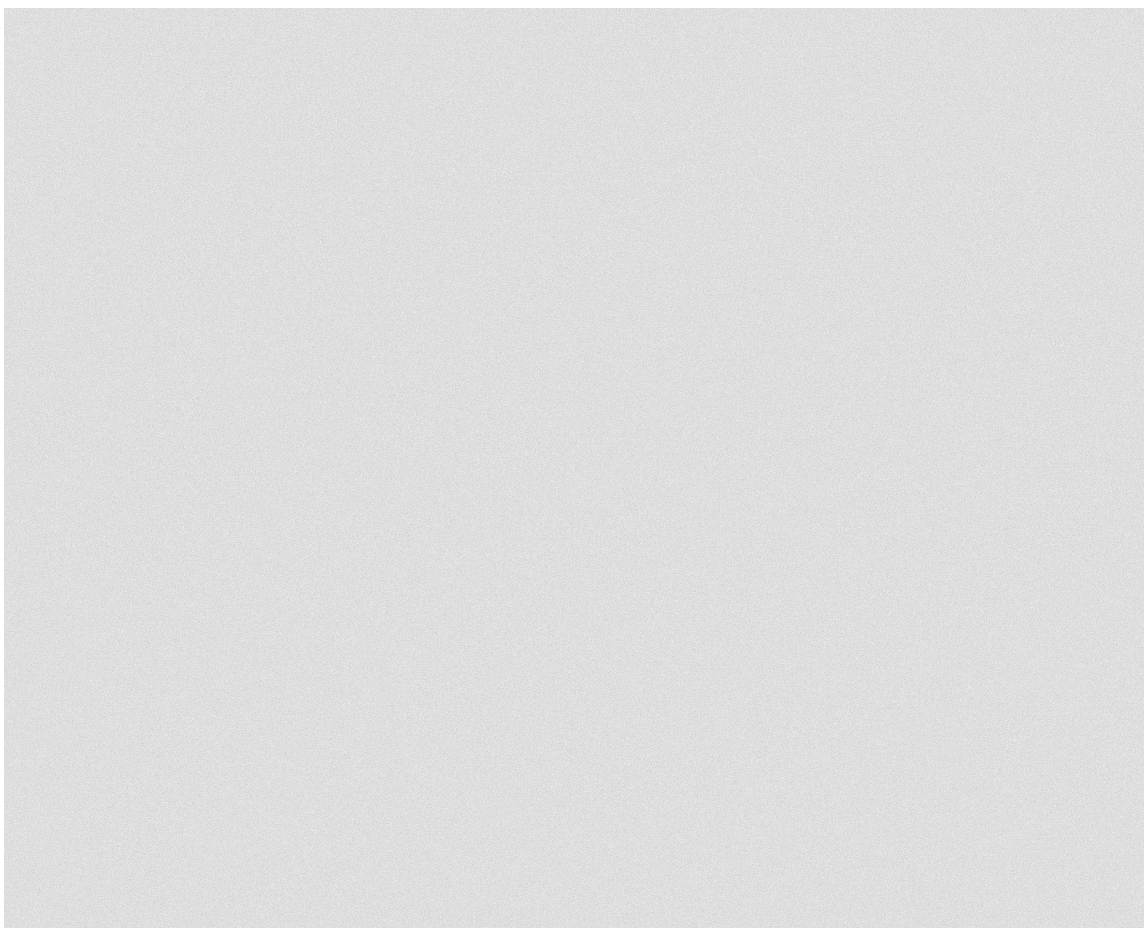
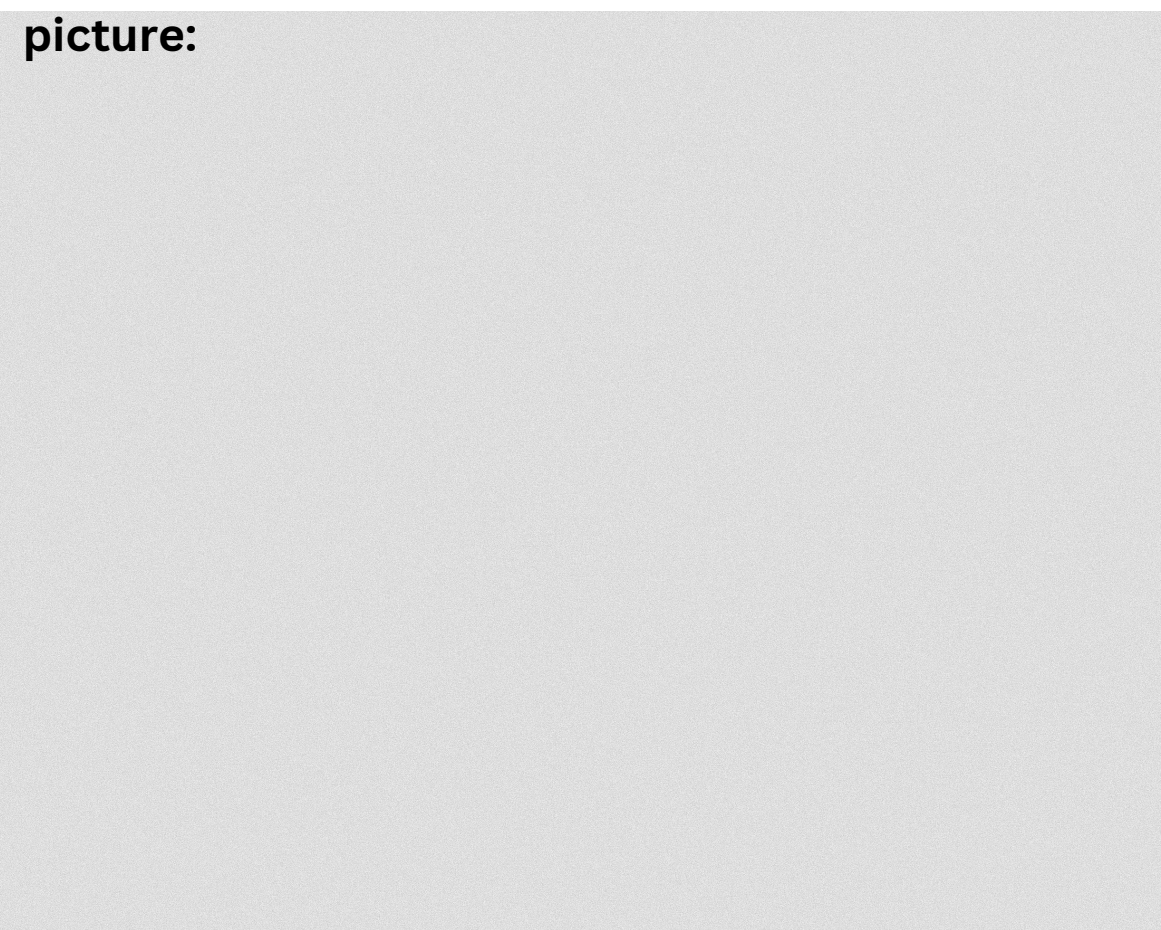
following

Message

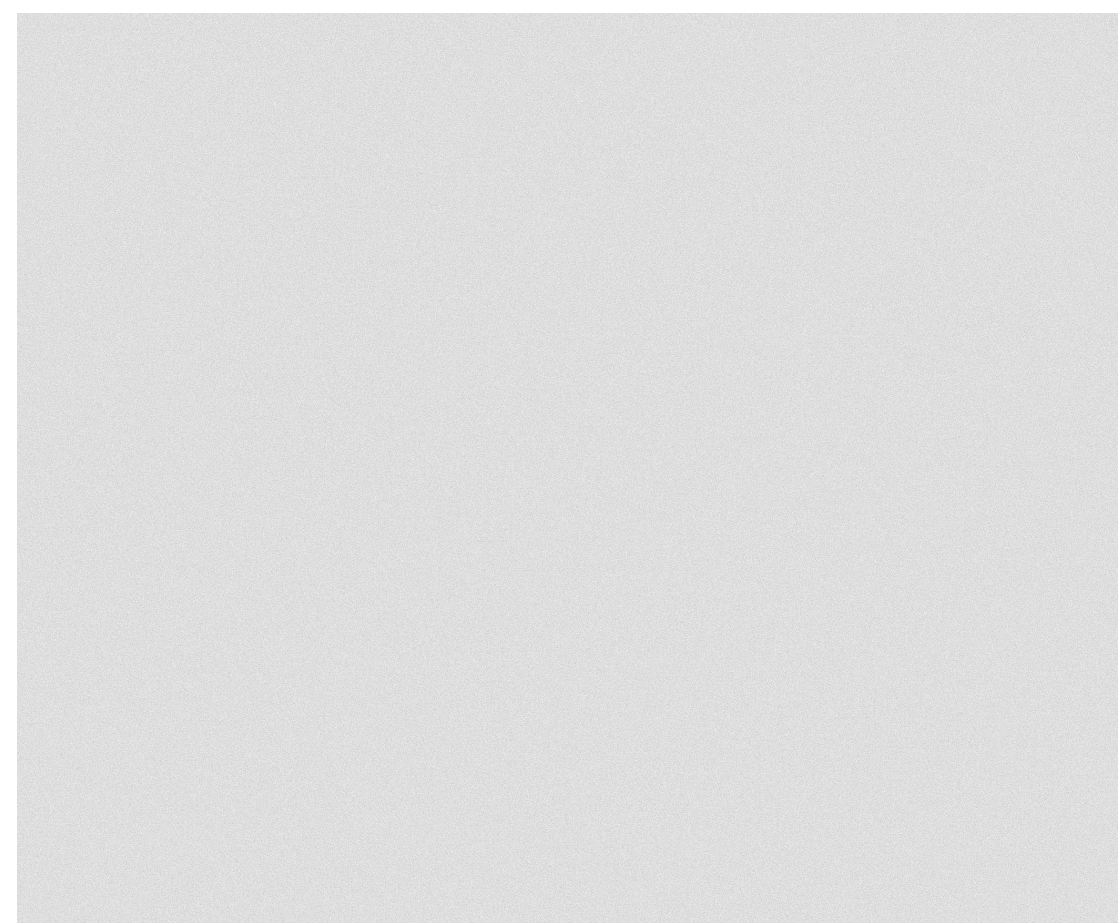
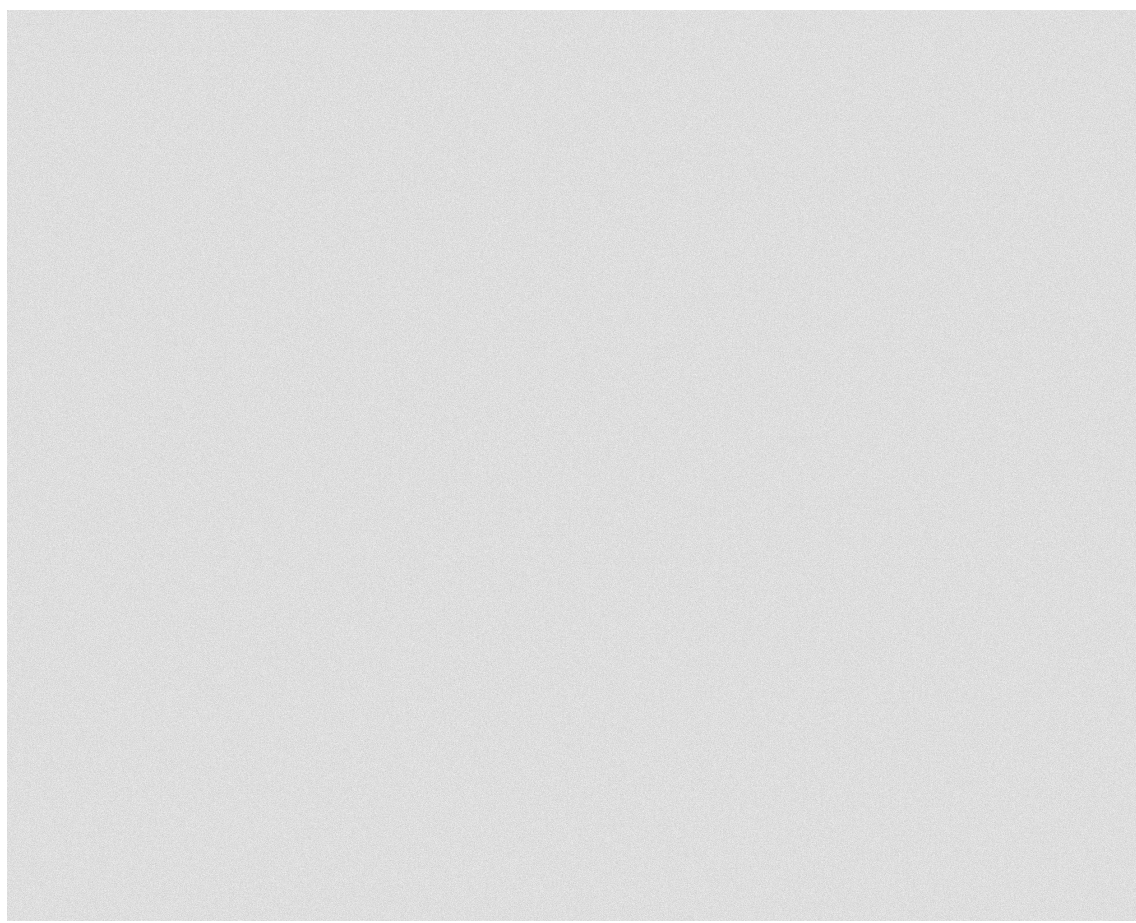
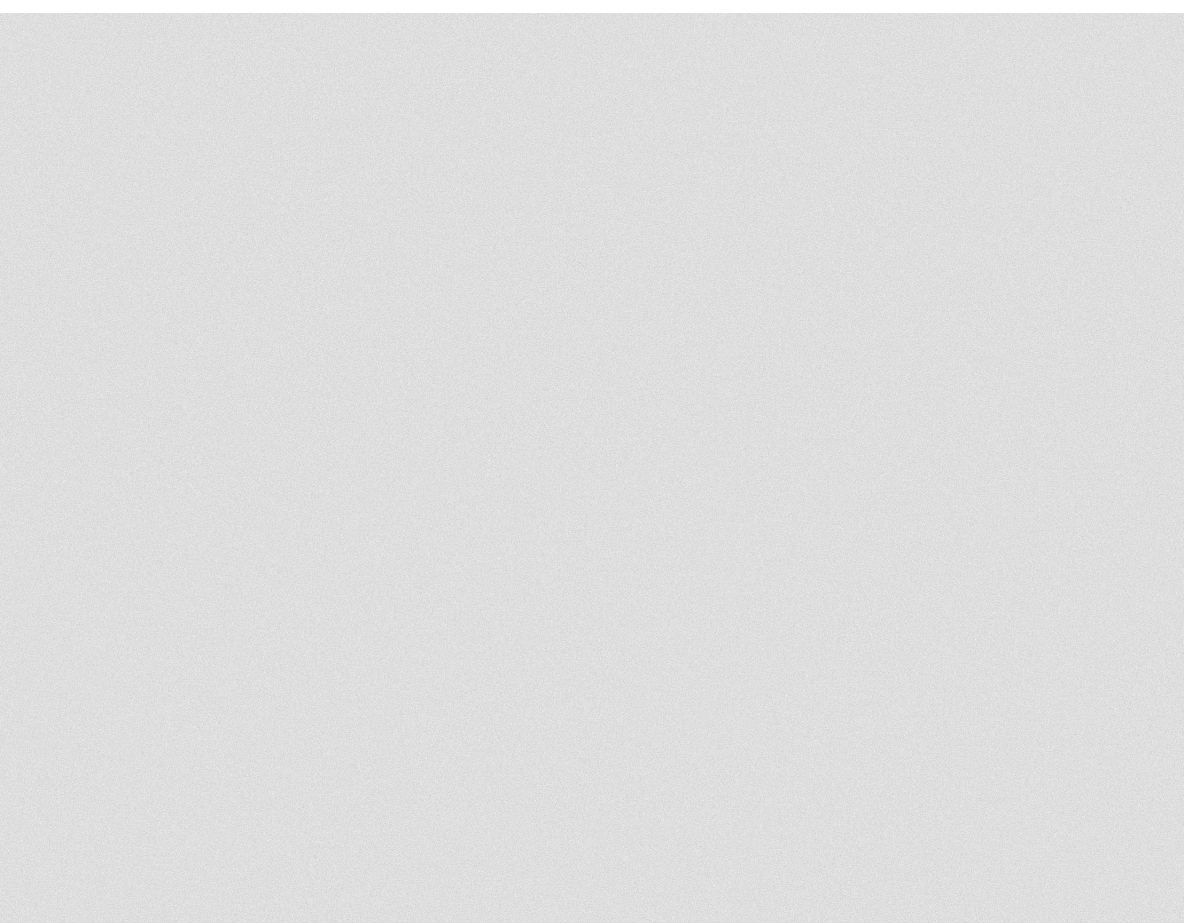


username: _____

bio: _____



caption/hashtags:



Student's Name: _____

VLP-Gram Rubric

Criteria	100-90	89-70	69 and below
Veteran Research	Accurate information. Students spent time and effort getting to know information on the veteran.	Most information is correct, but there are a few minor errors.	Missing important information
VLP-Gram Template Appearance	Template is neat, clean, well-organized and presented in a creative way. It is colorful and creative. Username, profile picture and bio are there.	Template is acceptable and colorful, but lacks creativity. Username, profile picture and bio are there.	Insufficient information. No username, no profile picture, no color and/or not related to veterans.
Historical Context	Accurate Information	Minor errors	Incorrect information
VLP-Gram Post	Posts are accurate and clear. All necessary information is there. Presented in logical order. All six posts are represented.	All six posts are there, but information is missing.	Posts are inaccurate. Hard to follow. Posts are little to no effort. Photos aren't clear and/or aren't related to veterans.

Grade: _____/25 points =

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