

# Veterans Legacy Program Curricular Materials



**VA**



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



UNIVERSITY OF CENTRAL FLORIDA

**Department  
of History**



Grade(s)	6-12
Time (Minutes/ Days)	3-4 days

## Lesson Overview

Students will conduct research using different sources on Veterans who are buried within the St. Augustine National Cemetery and then use that research to create one-pagers on a Veteran of their choosing.

## Essential Questions

- What can I use to provide sufficient and relevant evidence on a topic?
- How can I synthesize information from different sources on a topic?
- How can I use primary and secondary sources to understand the histories of Florida Veterans?

## Florida State Standards

- **ELA.12.C.4.1** Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.
- **ELA.10.C.4.1** Conduct research to answer a question, refining the scope of the question to align with findings and synthesizing information from multiple reliable and valid sources.
- **ELA.9.C.4.1** Conduct research to answer a question, drawing on multiple reliable and valid sources and refining the scope of the question to align with findings.
- **ELA.8.C.4.1** Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research.
- **ELA.7.C.4.1** Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research.
- **ELA.6.C.4.1** Conduct research to answer a question, drawing on multiple reliable and valid sources and refocusing the inquiry when appropriate.
- **ELA.10.C.2.1** Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
- **SS.8.A.1.** Use research and inquiry skills to analyze American History using primary and secondary sources.
- **SS.8.A.1.5** Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

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- SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- 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.6 Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.
- SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.W.7.7 Trace the causes and key events related to World War II.
- SS.912.W.7.11 Describe the effects of World War II.

## Required Materials

- Laptops
- Veteran Source Packets
  - [Statman Montague](#)
  - [Mary Humbeutel](#)
  - [Houston Logan](#)
  - [George Downings, Jr.](#)
  - [James Green](#)
  - [Charles Whidden](#)
- Veterans Information Research Graphic Organizer (Attached below)
- Veterans Information One-Pager Notes (Attached below)
- Paper
- Markers
- Colored Pencils
- Digital Platform to create one-pager.

## Learning Objectives

Students will be able to:

- Examine different sources of information.
- Identify relevant and valid information on a topic.
- Synthesize different types of information into different products.
- Collaborate with classmates to compose areas of focus/questions for research.

## Procedure

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- **Beginning of class:**
  - Have students enter into class and find their seats.
  - Direct students to the board where the Bell-Ringer questions will be posted.
- **Bell-Ringer:**
  - What are the different types of sources that you can use for research?
  - What are examples of these types of sources?
  - Review Bell-Ringer answers with students.
- **Whole Group:**
  - Go through one of the source packets for students with the students.
  - Provide a graphic organizer (see below), or one of your choosing, for students to be able to synthesize and process information. This will guide them through the whole group activity and can also be used for their independent/small group activity.
  - Point out the different types of sources found in the packet. Make sure that students understand which sources are providing the different pieces of information they find.
  - Highlight critical information presented in the packets.
  - Model with students, the process for using the information compiled to write an informative paragraph about the Veteran's life.
- **Independent/Small Group:**
  - Assign a Veteran to either an individual student or a student group.
  - Allow time for students to go through the information and collect relevant details.
  - Provide a graphic organizer for students to record their information.
  - Provide students with art supplies such as construction paper, coloring pencils, crayons, markers, OR access to a digital platform where they can design items.
  - Allow students time to create a one-pager about their assigned Veteran that encompasses major categories of information.
  - One-pagers must include the following:
    - Title
    - Name of Veteran
    - Birthdate
    - Death Date
    - At Least 2 Images
    - Military Information
    - Early Life
    - Family Life
    - Burial Information
    - At Last Two Specific Words that Describe Veteran
- **Wrap-Up:**
  - Split students into small groups that have no more than one person per

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Veteran represented. Have students share about their researched Veteran to their groups. They will complete the Veterans Information One-Pager Presentation Notes sheet as they do this, and then answer the final reflection questions.

- If time permits, ask students to share their responses to the reflection questions with the class.

## Bibliography for Further Reading/Teacher/Student Use

"FSA English Language Arts Writing Prompt-Jewish Americans in World War II." *Veterans Legacy Program: The University of Central Florida & the National Cemetery Administration*, accessed September 18, 2023,

<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-4th5th-ELAWritingPrompt1-JewishAmericansinWWII-StudentEdition.pdf>.

"English Language Arts Writing Practice-Lives and Legacies of US Veterans: Teacher Packet." *Veterans Legacy Program: The University of Central Florida & the National Cemetery Administration*, accessed September 18, 2023,

<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-4th5th-ELAWritingPractice-TeacherEdition.pdf>.

"Letters Home: American Soldiers on the European Front." *Veterans Legacy Program: The University of Central Florida & the National Cemetery Administration*, accessed September 18, 2023,

<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-11thGrade-LettersHome.pdf>.

Aubrey, Benjamin, and Kayla Campana. "Jane 'Jennie' Margaret Gadde." *Veterans Legacy Program: The University of Central Florida & the National Cemetery Administration*, accessed September 18, 2023,

<https://vlp.cah.ucf.edu/biographies/bpnc/B42-2-17-F.html>.

## Veterans Information Research Graphic Organizer

	Information	Source(s)
Birth		
Parents' Information		
Immigration Information (If Applicable)		
Time Period Background Information		
Sibling(s)		
Military Training		
Spouse		



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Background Information		
Military Service		
Death		
Legacy		



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## Synthesize Your Research

Using the information gathered from the provided primary sources, write a short essay about the life of the Veteran you researched in the space below.



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## Veterans Information One-Pager Presentation Notes

Veteran's Name	What did you learn about the early life of this Veteran?	What did you learn about the military service of this Veteran?	What did you learn about the legacy of this Veteran?

### Overall Reflection Questions

Which Veteran could you relate to the most? Why?

Why do you think it is important to study Veterans' history?



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