

UCF's Veterans Legacy Program



VA



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



UNIVERSITY OF CENTRAL FLORIDA

**Department
of History**



NB: Before you begin preparations for your tour or classroom lesson, please note we have created a short orientation presentation. If you plan to go to the cemetery, you may want your students to do the [UCF VLP Mini Tour Cemetery Tour Intro](#). It provides helpful information for any tour. If you plan to do your lesson in your classroom, please use the [UCF VLP Mini Tour Classroom Intro](#). If you would like an editable PowerPoint version of this presentation, please reach out to Dr. Amelia Lyons at UCF ucf.vlp@ucf.edu.

Suggested Grade Level(s)

9th – 12th Grade

Goal

Students will be able to analyze the impact of war on a single family over four generations. They will connect what they learn about US history and the histories of these conflicts to the experiences of Floridians who lived through these historic events.

Essential Question

What can one family's experiences through multiple conflicts teach us about Florida history, US history, and the histories of the Civil War and the two World Wars?

Next Generation of Social Studies Standards 2023

American History Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

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.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.1.3

Utilize timelines to identify the time sequence of historical data.

S.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.

American History Standard 6: Understand the causes and course of WWII, 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 WWII on the United States and the world.

SS.912.A.6.4

Examine efforts to expand or contract rights for various populations during WWII.

Civics & Government Standard 2: Evaluate the roles, rights, and responsibilities of United States' citizens and determine methods of active participation in society, government, and the political system.

SS.912.CG.2.1

Explain the constitutional provisions that establish and affect citizenship (13, 14, 15, 19 Amendments).

SS.912.CG.2.2

Explain the importance of political and civic participation to the success of the United States Constitutional Republic.

- Students will discuss various ways in which United States citizens can exercise political and civic participation.
- Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).

SS.912.CG.2.3

Explain the responsibilities of citizens at the local, state, and national levels

- Students will identify various responsibilities held by citizens (e.g., voting, volunteering, and being informed, respecting laws).

SS.912.CG.2.4

Evaluate, take, and defend objective, evidence-based positions on the issues that cause the government to balance the interests of the individuals with the public good.

- Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).

Geography Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.912.G.1.4

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS) and a broad variety of maps.

Geography Standard 2: Understand physical characteristics and cultural characteristics of places.

SS.912.G.2.1

Identify the physical characteristics and the human characteristics that define and differentiate regions.

Geography Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

SS.912.G.6.4

Translate narratives about places and events into graphic representations.

Holocaust Education Standard 1: Analyze the origins of antisemitism and its use by the National Socialist German workers' Party (Nazi) regime.

SS.912.HE.1.3

Students will recognize German culpability, reparation, and military downsizing as effects of the Treaty of Versailles.

Directions

This tour takes students through several generations of the Rake family, all buried in St. Augustine National Cemetery. As we go on the Family Affair tour, we will learn about the Rake family's experiences and place them in historical context, based on what we are learning in our class.

Our tour begins along the sidewalk, across the street from the St. Francis Barracks. The address for the barracks is 82 Marine St, St. Augustine, FL 32084. It is about a tenth of a mile north of the St. Augustine National Cemetery (SANC). Slides 1 through 9 will occur across the street from the barracks, just south of the parking lot, along the Parade Ground. Use the white arrow on the slide to help. Slides 10 through 24 occur on the grounds of the SANC.

Use the script that correlates to each slide. Text in parentheses is for tour guide context, not to be spoken out loud. We strongly suggest putting students in small groups, or with at least one partner as educational discussion is part of the tour.

Slide #1: Title Slide

Welcome to our tour which highlights one family, the Rake family, with Veterans from multiple generations and multiple conflicts. We are calling it: "A Family Affair: Multiple Conflicts Across Three Generations," here in St. Augustine National Cemetery.

Slide #2: Orientation

We begin with an aerial view of the St. Francis Barracks and SANC. (Use it for orientation purposes. It notes the general area of the tour's stops.)

Slide #3: Orientation

Here is a close up of St. Francis Barracks and its parking lot. The commemorative plaques are along the sidewalk on the parking lot and parade ground side of Marine St. Look over the map and the stopping points listed in the key. Once you are on Marine Street, what do you notice? What do you think you will learn during this part of the tour? Take a minute to turn and talk with your partner and discuss.

Slide #4: Historical Context

War and conflict, along with military service, are a part of American History. Each state in our country contributes to war efforts when the need arises. Florida has a long history of doing so. Our first few stops are the Memorial Plaques located in front of the Florida National Guard Headquarters, along the Parade Ground. In 2013, the Florida Department of Military Affairs held a soil spreading ceremony here on the Parade Ground. The soil came from nineteen locations across the globe where units from the Florida National Guard served the nation. However, not all of the soil was spread during the ceremony.

In 2014, the Florida Department of Military Affairs installed the pillars that you see before you. On top of each pillar is a plaque commemorating Florida National Guard units that were called to federal service. The plaque

denotes the conflict and locations in which the units served. The pillars house the remaining soil collected from the locations listed on the plaques.

Our highlights a selection of these plaques to provide us background for our cemetery tour. Each plaque we visit and discuss represents a conflict in which a member of the Rake family fought. Over three generations and four wars, this St. Augustine family sent its sons to fight for their country. After we visit these plaques, we will visit their graves within the national cemetery.

Slide #5: The Civil War

This stop commemorates the Civil War. The Civil War is the central event in America's historical consciousness. While the Revolution of 1776-1783 created the United States, the Civil War of 1861-1865 determined what kind of nation it would be. The war resolved two fundamental questions left unresolved by the Revolution: whether the United States was to be a dissolvable confederation of sovereign states or an indivisible nation with a sovereign national government; and whether this nation, born of a declaration that all men were created with an equal right to liberty, would continue to exist as the largest slaveholding country in the world.

While Florida seceded from the Union, many Floridians chose to remain loyal. They founded regiments with allegiance to the North, such as the 1st and 2nd Florida U.S. Cavalry Regiments. No less important were the efforts of African Americans in Florida. The 34th U.S. Colored Infantry Regiment was just one of the segregated units that served throughout Florida during the Civil War.

Slide #6: World War I

World War I, also known as the Great War, began in 1914 after the assassination of Archduke Franz Ferdinand of Austria. Due to a series of entangling alliances of the Great Powers of Europe, his murder catapulted Europe and much of the globe into a conflict that lasted until November 1918. During the conflict, Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire (the Central Powers) fought against Great Britain, France, Russia, Italy, Romania, Canada, Japan and the United States (the Allied Powers). As many of these powers had massive overseas empires, they drew troops, mostly men of color, from around the world. In total, more than sixty million men enlisted or were conscripted to fight, many far away from home.

The United States, with its isolationist tradition, remained reluctant to get involved in this global war for several years. Despite American efforts to remain neutral, German aggression forced the United States to enter into the global conflict in April 1917. The US transformed its Army from about 127,000 soldiers to over four million in less than one year. American troops fought in several key battles of WWI, including suffering 95,000 casualties during just six weeks at the Battle of Meuse-Argonne in October and early November 1918. Millions of US citizens contributed to the war effort to bring about a lasting peace. (For more see the UCF VLP WWI video collection on this website, <https://vlp.cah.ucf.edu/wwi/floridafrancewwi.html>.)

This plaque commemorates a Florida Army unit that served in Le Mans, France during World War I.

Slide #7: World War II

World War II, the largest and deadliest conflict in human history, involved more than fifty nations, including colonies, and was fought on land, sea, and in the air in nearly every part of the world.

The ramification of the economic crisis of the Great Depression, several powers' desire for imperial expansion, and political tensions left unresolved following the end of World War I, are among its complex origins. While war had already begun in 1937 in Asia, historians generally mark the start of the war with Germany's invasion of Poland in 1939. Germany, led by the National Socialists, known as the NAZIS, allied with fascist Italy and imperial Japan to form the Axis Powers. Great Britain and France, the Soviet Union and, eventually, the US, formed the Allies.

As with WWI, America attempted to stay neutral in this conflict. That changed on December 7, 1941, when Imperial Japan launched an attack on Pearl Harbor, HI. The US quickly declared war on Japan. A few days later, in response to Germany's declaration of war, the US declared war on Germany. The war raged across Europe, North Africa, the Middle East, and the Pacific until the Axis Powers surrendered in 1945.

Slide #8: The Korean War

After five years of simmering tensions on the Korean peninsula, the Korean War began on June 25, 1950, when the North Korean People's Army invaded South Korea in a coordinated general attack at several strategic points along the 38th parallel, the line dividing communist North Korea from the non-communist Republic of Korea in the south. North Korea aimed to militarily conquer South Korea and, therefore, unify Korea under the communist regime. Concerned that the Soviet Union and Communist China might have encouraged this invasion, US President Harry S. Truman committed United States air, ground, and naval forces to the combined United Nations forces assisting the Republic of Korea in its defense. President Truman designated General Douglas MacArthur as Commanding General of the United Nations Command (UNC). The conflict came to an end in 1953 when both nations signed an armistice. Tensions have remained for the many decades since, with no peace treaty and with both nations heavily armed on their side of the 38th parallel.

This plaque honors Florida National Guard units that supported the war from Japan.

(Move the tour group to SANC for the remaining slides and stops)

Slide #9: St. Augustine National Cemetery Orientation

Here is an aerial view of St. Augustine National Cemetery. Look over the map and the stopping points listed in the key. What do you notice? What do you think you will learn from this part of the tour? Take a minute to turn and talk with your partner and discuss.

Slide #10: The Rake Family Tree

This family tree represents three generations of the Rake Family. For this tour, please take note of John (born in 1835), George, Harold, and Clark. These four men participated in conflicts spanning 92 years: The American Civil War, World War I, World War II, and the Korean War. For the remainder of the tour, we will visit these men's graves and hear a bit about their life, service, and sacrifice. As we do, we should remember too, that their families also sacrificed, as they served. That their parents, wives, and children were all affected by their parents' service in the US military.

Slide #11: John G. Rake: Early Life

Location: Section A, Plot 148

John Gayhart Rake was born to Henry and Nancy Rake in Pennsylvania in 1835. His father, Henry, came from New Jersey, and his mother, Nancy, from Pennsylvania. While we haven't found too many records about

John's early life, we know he participated in one of the most pivotal moments in American history – the Civil War.

Slide #12: John G. Rake: Military Service

John enlisted in the Union Army on December 30, 1861, at the age of twenty-five in Danville, Pennsylvania and mustered one month later at Harrisburg. He served as a private in Battery F, 1st Pennsylvania Regiment, Light Artillery. He earned \$125 a year.

The 1st Pennsylvania fought in many engagements, including the Second Battle of Bull Run, Battle of Antietam, and the Battle of Gettysburg. John reenlisted on January 1, 1864, continuing to serve throughout the entirety of the American Civil War until he was discharged on June 9, 1865.

Slide #13: John G. Rake: Post-Service Life

Sometime after his service in the Civil War, John must have moved to Florida where he met and married Annie Janse Rake. Annie's maiden name was Reyes; she was a Cuban American born and raised in St. Augustine, Florida. They settled in Annie's hometown and John first became a gardener and later a locomotive machinist, while Annie took care of their home and children. John and Annie raised eight children – George, Cordelia, Henry John, Maggie, Rachel, Jessie, Joseph, and Eugene, born between 1875 and 1907. Annie is buried with John. Take a look on the backside of the headstone to see her marker.

Slide #14: George Rake: Early Life

Location: Section A, Plot 153

George Rake was born August 26, 1881, as we know already, he was John and Annie Rake's oldest son. He grew up with his seven brothers and sisters in St. Augustine. While the family moved a few times between the end of the nineteenth and the early twentieth century.

George attended school up to 7th grade, not uncommon in the early twentieth century. After leaving school, he held jobs as a day laborer, helping to support the family, while his younger siblings attended school. He eventually became a "hackman" or taxi driver. In 1905, George married Hattie Lewis and they had one son. Hattie could not read or write and continued to live with her parents while George went to Jacksonville to look for work. According to the 1909 city directory of Jacksonville FL, Hattie and several of George's siblings also moved to Jacksonville. They all lived in the same house on 1337 E. Duval Street. This is now the site of TIAA Football Stadium.

(Note the city directory for students indicating the address.) A city directory provided important information about where people lived and what they did for a living before phone books later in the twentieth century. What do you notice about the Rake family in this 1906 Jacksonville city directory? Notice as well, that city directories had advertising. What is being advertised on the pages we have here?

By 1918, it appears some of the family moved back to St. Augustine, living on Cuna Street-- about 1 mile from the St. Francis Barracks, Florida National Guard Headquarters, and the St. Augustine National Cemetery. George was listed as living with his parents; his occupation was listed as US Army.

Slide #15: George Rake: Military Service

After the US entered the war, George joined the Army. He was assigned to Battery F of the 118th Field Artillery. After entering in November 1917 as a Sargent, the Army promoted George to stable sergeant in January 1918. This was an important job for the military in the early-twentieth century. A stable sergeant was responsible for all the livestock, to include every aspect of the horses that were required to transport the artillery pieces, like those pictured here.

After training in the US, George sailed to France with his unit in October 1918, just before the war ended. Like many US soldiers who arrived late in the year, he probably did not see the front. He would have arrived along the coast, far from the fighting in eastern France. The war ended on November 11, 1918, in part because the German soldiers knew they faced an unending influx of new troops from the US. On December 9, 1918, George sailed to France on the USS *Martha Washington*, arriving in the US on December 20.

Slide #16: George Rake: Post-Service Life

George continued to work as a hackman or 'taxi driver' after WWI. He and his family appear to have moved as well. Living in River Junction; a very small community located just south of the Georgia state line, near Florida's state capital of Tallahassee.

George died on May 6, 1925, in River Junction, Gadsden County from Acute Cholecystitis (inflammation of the gallbladder). His widow, Hattie, moved to Illinois with their son after his death. George's mother, Annie, was the next of kin who decided to lay him to rest in the St. Augustine National Cemetery. Just a few plots away from his father.

Slide #17: Harold Rake: Early Life

Location: Section B, Plot 570 (location description)

Harold Everett Rake was born on September 16, 1915, in St. Augustine, Florida. His grandfather John G. Rake, as we know, fought in the Civil War. And his uncle, George Rake, fought in WWI. He grew up with his parents John Henry and Mattie Rake and his two siblings Flossie and Earl. J. Henry worked as a railroad carpenter. Harold married Eleanor Barrs on August 19, 1939. By 1940, Harold and Eleanor had moved to Brevard County where Harold worked as a dragline operator. A dragline operator dug canals. Their son, James, joined his parents in 1940.

Slide #18: Harold Rake: Military Service

Harold Rake entered the US Army at Camp Blanding, in Starke, FL on December 31, 1943. He participated in Camp Blanding's Infantry Replacement Training program. Men like Harold replaced casualties in American units around the globe. He was one of over 800,000 men who trained at Camp Blanding during World War II. He served in the 142nd Regiment of the 36th Infantry Division (ID).

In January 1944, when the battle for mainland Italy stalled at Germany's Gustav Line, Allied leaders decided to mount an invasion along the coast at Anzio. This maneuver intended to bypass Germany's defensive positions and allow the Allies to march on Rome. Harold and the rest of the 36th ID landed at Anzio, Italy in May 1944. The following month they participated in the Allied capture of Rome.

Slide #19: Harold Rake: Military Service (Continued)

After some rest, the 36th ID participated in rehabilitation and training for the land invasion of southern France. On August 15, 1944, Harold and the 36th ID participated in the massive Allied amphibious landings in southern France, known as Operation Dragoon, and pictured on this slide. Before the end of August, they moved north along the Rhone River Valley, facing stiff German opposition. At one point, in late August, German forces separated two of 36th ID's regiments; the 141st got separated from the 142nd, Harold's unit, for nearly three

days. They continued north and east, reaching the foothills of the Vosges Mountains by the end of September.

Slide #20: Harold Rake: Military Service (Continued)

Over the next two months, Harold and the 36th ID fought to reach the Alsatian plains. In December 1944, the 36th ID began its drive toward the Colmar Pocket, a strategic location in the Vosges Mountains and one of the final German strongholds west of the Rhine River in eastern France. A train struck and killed Harold on December 25, 1944, as he and the men of the 36th ID prepared for battle. He joined the Army on New Year's Eve 1943 and died on Christmas Day 1944; he served less than a year, but he gave his all.

Slide #21: Harold Rake: Legacy

Harold was initially buried in the American Epinal Cemetery in Eastern France. After the war, the US government contacted the families of the fallen, known as Gold Star Families, to decide if their loved one would remain overseas or be reinterred in the US. With their tradition of military service and burial at St. Augustine National Cemetery, the family chose to have Pvt. Harold Rake interred as the third generation of the family buried in their local national cemetery. Harold was survived by his wife, Eleanor, who is buried with him, and his son James, who was four when he lost his father.

Slide #22: Clark Rake: Early Life

Location: Section C, Plot 6 (location description)

Clark Eugene Rake was born on September 26, 1924, in Saint Augustine, Florida. Clark was Harold's youngest brother, the youngest of six. They lived in a modest home located at 38 Palmer St., just a mile and a half away from the St. Francis Barracks. The house, built in 1910, still stands today. Clark graduated high school and, by the early 1940s, worked at the Atlantic and Pacific Tea Company on W. King St. Clark married Pauline Freeman, who had a son, Frankie. They had two children together, Wayne and Tommy.

Slide #23: Clark Rake: Military Service

Clark Eugene Rake enlisted in the US Army on March 13, 1943, at Camp Blanding. Like his brother Harold, Clark participated in Camp Blanding's Infantry Replacement Training program. From there, he went on to serve in WWII.

Clark survived WWII and went on to serve his country a second time during the Korean War. While in Korea, Clark served with the 555 Field Artillery Battalion, known as the "Triple Nickel." He received three bronze stars, which are awards given for bravery, a distinguished unit citation for his tank company, and the Korean Service Medal. (Note that while his medals and service in Korea are not on his headstone, they are on his internment record).

Slide #24: Clark Rake: Military Service (Continued)

While serving in Korea, reporter Don A. Schanche interviewed Clark shortly after a battle. Chinese forces ambushed Clark and his 555 Field Artillery Battalion as it and other units withdrew south across the 38th Parallel. This movement was part of a larger withdrawal by United Nations forces in response to a Chinese and North Korean offensive. The interview made up a major section of an article, entitled "Hardluck 'Triple Nickel' Outfit Battles Way Back," which was published in the St. Petersburg Times (now Tampa Bay Times) on September 10, 1951.

An excerpt from this article, featuring Clark's narrative, is on this slide. In his narrative, Clark referred to the Chinese soldiers by using a racial epithet. For the purposes of this tour, in each case where he used the epithet, Chinese was substituted in brackets.

Slide #25: Clark Rake: Post-Military Service

Clark Rake was willing to put his life on the line in two international conflicts to defend the freedoms that we all enjoy today. Tragically, Clark's life was cut short due to a motor vehicle collision in 1952. He passed away on September 29 at Walter Reed medical hospital in Washington DC. Like previous generations of the Rake Family, he rests in the St. Augustine National Cemetery, not far from his brother, his uncle, and his grandfather.

Slide #26: Coins

Take a moment to think about what you have learned today about service and sacrifice. Think too about rest of the Rake family, who supported their loved ones in service, and who sacrificed much. What did you learn today about these conflicts? What did you learn about the tradition of service in the Rake family? What did you learn about history?

Before you leave, take a moment to honor another Veteran. Since Roman times, people have left coins on graves. In Jewish tradition, one leaves a stone when visiting a family member's grave. During the Vietnam War, Veterans revived this tradition with coins. Today, we will each place a penny on a grave and say the Veteran's name out loud as a way to honor their memory.

Coin explanation (delete this).

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