

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.

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Hidden Heroes: Finding the Forgotten

Standards Covered:

- **SS.4.A.5.1:** Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
- **SS.4.A.7.3:** Identify Florida's role in World War II.
- **SS.4.A.1.1:** Analyze primary and secondary resources to identify significant individuals and events throughout Florida's history.
- **SS.4.A.1.2:** Synthesize information related to Florida history through print and electronic media.

Day 1: Introduction: In-Class Preparation

1. **Kinesthetic Hook (10-15 minutes):** Discuss with the students that they will be splitting into some new groups and need to sit with this new group. Do not tell them why, just that they need to go based on the teacher's direction.
 - a. **Say:** "If you are wearing shoes with only one color, go to the right side of the classroom."
 - b. **Say:** "If you are wearing shoes with more than one color, go to the left side of the classroom."
 - c. **Now that the groups are split, give the first group 10 M&M's and the second group 5 M&M's. Do not say anything to the groups or answer any questions until you are done distributing the candy.**
 - d. **Listen to student comments, concerns, and questions. Write any of these comments onto the board before saying anything or answering questions.**

- e. **Ask group 2:** “Why are you upset with the amount of M&M’s that you got? Shouldn’t you be happy that you have some?” Lead this discussion for 2-3 minutes.
 - f. **Ask group 1:** “Do you think it is fair that you got more M&M’s than the other group? Do you think it is fair that you got more than the other group?” Lead this discussion for 2-3 minutes.
 - g. **Refer back to the board with the comments you wrote and discuss any of them not covered in your previous discussions.**
 - h. **Say:** “We are going to learn about different times in our history when people experienced separation based on their race, religion, or culture. We are also going to learn about these issues during wartime with division within our country and the entire world. Does anyone know the names of any of these wars?”
2. **Guided Learning:** Share with your students that today they will be learning about the brief histories of three wars that have happened in our country’s history. These wars are the Civil War, World War I, and World War II. Also, they will be taking what they learned today and using it to dive deeper into each war and learn about some very important Veterans and their contributions during their times in service.
- a. **Vocabulary Dive:** Preview the vocabulary words that they will be exposed to. Have students share which words they know about or which words they know how to pronounce. Use the Vocabulary Map Graphic Organizer to learn about and break down each word.
 1. **Veteran**
 2. **Military**
 3. **Secede**
 4. **Segregation**
 5. **Racism**
 6. **Trench Warfare**
 7. **Draft**
 - b. **Video Introduction:** Hand out the “Video Note-Taking” Form and go over the different pieces and what students should look for to add to each section. Discuss with students that each small group will have 40 minutes to watch their video and take notes on the important information. Once they are done, each group will share with the other groups what they learned about the war they were studying.
 1. **Civil War Video:** <https://www.youtube.com/watch?v=T3ryzrowNKc>
 2. **World War I Video:** <https://www.youtube.com/watch?v=dHSQAEam2yc> (Pt. 1) and <https://www.youtube.com/watch?v=Mun1dKkcAs> (Pt. 2)
 3. **World War II Video:** <https://www.youtube.com/watch?v=uk6vfqwTA> (Pt. 1) and <https://www.youtube.com/watch?v=fo2Rb9h788s> (Pt. 2)
3. **Conclusion:**
- a. Share with students that tomorrow they will be taking a field trip to the St. Augustine National Cemetery to learn more about the African American soldiers that fought for our country and their freedom.
 1. **Expectations & Behavior:** Prepare students for how they should act within the cemetery and that they must have respect for the headstones and graves. If they are unsure of something, ask!

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Vocabulary Map Graphic Organizer

<u>Definition</u>	<u>Use it in a sentence</u>
<u>The Word</u>	
<u>Synonyms</u>	<u>Picture</u>
<u>Antonyms</u>	

Day 2: Field Trip to St. Augustine National Cemetery: African American Soldiers & Escape Room:

Slide 1: Title Slide

- **Hidden Heroes: Finding the Forgotten at St. Augustine National Cemetery**

Slide 2: Map of St. Augustine National Cemetery

- Talk about the map and how to move about the cemetery and the different sections (A-E)

Slide 3: Our Purpose

- Read aloud to the students:
 - The Hidden Heroes that we will be touring at the St. Augustine National Cemetery are African American Veterans.
 - You may also hear these Veterans referred to as black, colored, or negro depending upon the time period.
 - These Veterans served during one of the following wars: Civil War, World War I, or World War II.

Slide 4: Our Purpose cont.

- Read aloud to the students:
 - It is important to study these Hidden Heroes because Black soldiers played an essential role in our country's military history.
 - African American servicemen and women served both in combat and labor support roles.
 - Black soldiers faced discrimination and segregation in the military as well as when they took off their uniforms.

Slide 5: American Civil War (1861-1865)

- If entering from the St. Francis Barracks, take students to the area of the cemetery that has the graves of African American Civil War soldiers. [Top left side, in front of the Dade pyramids]
- Have student volunteers help share important information from the timeline of the war.

Context of Civil War

- Decades of tensions over the issue of slavery in the late 1700s and early to mid-1800s deeply divided the nation. By the early 1800s, the different philosophies of the northern "free" states and the southern "slave" states defined the divided nation. As the nation expanded westward, various compromises over the status of new territories [slave or free] did little to cool the frictions between the North and South.
- By the mid-1850s, the emergence of the Republican Party, which opposed the further expansion of slavery, and the fact that "free" northern states outnumbered "slave" southern states led to growing tensions that ultimately resulted in civil war.
- Despite Republican presidential candidate Abraham Lincoln declaring his intentions to not interfere with the issue of slavery in existing states, his victory in the 1860 election led to the

secession of seven southern states from the US between December 1860 and February 1861.

- South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas.
- The war began on April 12, 1861 when Confederate soldiers attacked and captured the Union-controlled Fort Sumter in Charleston, South Carolina.
- President Lincoln's call for volunteers to suppress the rebellion led to the secession of four more southern states in April and May 1861.
 - Virginia, Arkansas, Tennessee, and North Carolina joined the other seven southern states as these eleven seceded states became known as the Confederate States of America with Jefferson Davis as president.
 - Opposition to secession by various counties in western Virginia led to their separation from Virginia, eventually becoming the pro-Union state of West Virginia in 1863.
- In addition to the future state of West Virginia, the slave states of Delaware, Maryland, Kentucky, and Missouri remained in the Union, though the loyalty of individual citizens remained divided between the Union and Confederacy.
 - The Union States had more than twice the number of people than the Confederate States.
- In 1862, General Robert E. Lee took command of the Army of Northern Virginia, the primary military force of the Confederate Army. His army achieved various victories including in the "Seven Days' Battle" (June-July 1862), "Battle of Fredericksburg" (December 1862), and "Battle of Chancellorsville" (April-May 1863) in Virginia.
 - The Confederacy achieved victories in Florida at the Battle of Olustee (February 1864), the railroad junction of Gainesville (August 1864), and at Natural Bridge (March 1865) south of Tallahassee.
 - The Union maintained possession of Fort Taylor (Key West and surrounding areas), Fort Jefferson (Dry Tortugas), and Fort Pickens (Pensacola).
- The turning point of the war for Union forces occurred in mid-1863.
 - General Lee's defeat at the Battle of Gettysburg in Pennsylvania would be his last major action on northern soil.
 - The surrender of Vicksburg, Mississippi to Union General Ulysses S. Grant in July 1863 split the Confederacy in half at the Mississippi River.
- General Lee's forces surrendered to General Grant on April 6, 1865 at Appomattox Court House in Virginia and gradually other Confederate armies surrendered.
- The port of Galveston, Texas surrendered to Union forces on June 2, 1865, ending the deadliest military conflict in American history.

Slide 6: African American Context During Civil War

- Explain to the students the experience of African Americans during the Civil War.

African American Context

- When Union forces entered the South, thousands of enslaved African Americans fled to Union Army camps. By August 1861, the Confiscation Act of 1861 allowed Union troops to seize

Confederate property, including slaves. As contrabands of war, former slaves worked as laborers in support of the Union war effort.

- Initially, President Lincoln did not wish to use African Americans as soldiers, however, by 1862, Lincoln presented a draft of the Emancipation Proclamation to his cabinet.
- On January 1, 1863, the Emancipation Proclamation issued by President Lincoln took effect which declared slaves within Confederate territory to be free.
 - The act did not end slavery everywhere as slavery continued to exist in the border states that did not secede and areas of the Confederacy under Union control.
 - The proclamation shifted the purpose of the war to now include ending slavery in the nation, ensuring nations like the United Kingdom and France, which had already abolished slavery, would not recognize the Confederacy as an official nation.
- The Emancipation Proclamation also allowed the Union to recruit African Americans as soldiers.
 - About 180,000 African Americans served in the Union Army with another 19,000 serving in the Navy.
 - Black soldiers served in labor roles such as carpenters, chaplains, cooks, guards, etc.
 - While not used as broadly during the war as white soldiers, African Americans served in several battles including the Battle of Olustee in Baker County, Florida that included Black soldiers from the 54th Massachusetts Volunteer Infantry Regiment and the 35th US Colored Troops.
 - Black women, while not formally in the Army, served as nurses, spies, and scouts for the Union.
- About 1,000 Freedmen from Florida joined the Union Army. The 2nd Florida Cavalry Union served as one of the prominent regiments of US Colored Troops that formed in Florida and served primarily on Florida's west coast in 1864 and 1865.
- African American soldiers dealt with racial prejudice such as serving in segregated units, typically commanded by white officers and Black noncommissioned officers.
- African Americans also dealt with unequal pay.
 - The Militia Act of 1862 supplied Black soldiers with ten dollars per month with three dollars automatically deducted for clothing.
 - White soldiers received thirteen dollars per month with no clothing allowance withdrawn.
 - However, by June 1864, Congress granted equal pay to Black soldiers and made the action retroactive, meaning they received reimbursement for previous underpayment.

Slide 7: Civil War: STOP AND TALK: *Why do you think African American soldiers decided to fight? President Lincoln initially did not wish to allow Black soldiers to fight for the Union until he issued the Emancipation Proclamation. Black leaders like Frederick Douglass encouraged Black men to become soldiers to ensure eventual full citizenship. Douglass stated, "Once let the black man get upon his person the brass letters U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pockets, and there is no power on earth which can deny that he has earned the right of citizenship in the United States." Many others sought to prove their manhood and fight for the*

freedom of their people. Volunteers began to respond, and in May 1863 the Government established the Bureau of Colored Troops to manage the burgeoning numbers of black soldiers. Black soldiers comprised ten percent of the Union Army and one-third of Black enlisted soldiers lost their lives in the war.

Hidden Heroes: Biographies

All the Hidden Heroes featured in this tour have biographies written about them. To access the bios from the teachers' notes, click on the Veteran's name (hyperlink highlighted in blue) at the start of each stop. The hyperlink will take you to the bio on the UCF VLP website. (See the example for William Hewlin below.)

STOP 1 (A185)- [William Hewlin](#)

Slides 8 & 9: William Hewlin

- Walk to the grave of the above soldier and ask the students to describe the headstone and the information that is on it.
- Next, share with the students the information about the soldier. Discuss the definition of drayman (transport goods using horses or mules with a flatbed cart). Ask them to share what information seemed to stand out to them the most about the soldier and why. Have them compare life today to that of the soldier.

Information about William Hewlin

- Hewlin was born around 1833 in St. Augustine, FL.
 - Enslaved as of April 19, 1861, Hewlin fled to South Carolina where he worked as a laborer before joining the military
- After the Emancipation Proclamation took effect on January 1, 1863, Hewlin enlisted in Company B, 1st Regiment of the South Carolina Volunteer Infantry on January 12, 1863. The regiment eventually became redesignated as the 33rd United States Colored Infantry. The regiment went on to occupy Jacksonville, FL on March 10, 1863.
- Like his fellow Black soldiers, Hewlin faced pay discrimination compared to white soldiers
 - The Militia Act of 1862 set the pay for Black soldiers at ten dollars a month with three dollars taken out for clothing; white soldiers received thirteen dollars a month, with no amount taken out for clothing
 - Hewlin initially received thirteen dollars a month, then his pay decreased to ten dollars a month, then seven dollars.
 - He received his full pay of thirteen dollars after June 15, 1864 when Congress passed a bill equalizing pay for Black soldiers.
- On January 19, 1864, Hewlin received an official absence (furlough) to return to Saint Augustine and on February 7, 1864, he married his wife Victoria.
- Hewlin served in the military until his discharge in Charleston, South Carolina on January 31, 1866.
- After the war, Hewlin applied for provisions from the Freedmen's Bureau, where his paperwork mentions the name of our second Veteran, Thomas Hanandos.
- William and Victoria settled in St. Augustine where they raised their four children: George,

John, Cato, and Julia.

- He worked as a drayman, responsible for transporting goods using horses or mules with a flatbed cart.
- Hewlin has no official death record, we believe he died in 1890.

STOP 2 (A190)- Thomas Hanandos

Slides 10 & 11: Thomas Hanandos

- Walk to the grave of the above soldier [a few steps to your right] and ask the students to describe the headstone and the information that is on it.
- Next, share with the students the information about the soldier. Ask them to share what information seemed to stand out to them the most about the soldier and why. What is different about this soldier from the previous soldier? Why do you think there is more information about William than Thomas?

Information about William Hanandos

- Hanandos was born around 1842 in Saint Augustine, FL.
 - Enslaved as of April 19, 1861, Hanandos ran away to South Carolina where he became a blacksmith before joining the military.
- After the Emancipation Proclamation took effect on January 1, 1863, Hanandos enlisted in Company B, 1st Regiment of the South Carolina Volunteer Infantry on January 12, 1863. The regiment eventually became redesignated as the 33rd United States Colored Infantry. The regiment went on to occupy Jacksonville, FL on March 10, 1863.
- Like Hewlin, Hanandos also faced pay discrimination, receiving similar rates of ten dollars per month, then seven dollars per month.
- Likely as a result of unfair treatment, on October 21, 1863, Hanandos briefly deserted his post at Camp Shaw in South Carolina before returning three days later.
 - Hanandos would be arrested and detained until his trial on November 4, 1863. Brigadier General Rufus Saxon released Hanandos back to active duty, possibly recognizing the injustice that resulted in Hanandos's decision to leave camp.
- Hanandos served until January 31, 1866.
- After the war, Hanandos applied for provisions from the Freedmen's Bureau, where his paperwork mentions the name of our first Veteran, William Hewlin.
- Little is known about Hanandos's life after the war, though he legally changed his name to Hernandez at some point.
- He received an acquittal of the charge of desertion on November 14, 1889 with the charge changed to absent without leave.
- Thomas died on November 24, 1915.

Slide 12: Escape Room: Civil War Edition

- Create an activity, such as a Wordle with a QR code, using the clues on the slide.
- Put students into 4-5 small groups. One student in each group can use their cell phone to scan the QR code to get the Wordle where they will guess the secret word.

- Tell students they must use the clues on the slide and what they have learned about to figure out the clue word. The first group to figure out the word and “leave the escape room” will win a small prize (decide something small that you can reward your students with).
- When done, move to the next section of the cemetery based on the map on slide 2.
- ANSWER: **RECRUIT**

Slide 13: World War I (1914-1918)

- Move the tour to the right towards the next stop: A206.
- Have student volunteers help share important information from the timeline of the war.
- Explain to the students the different names of World War I such as The Great War, The First World War, etc.
 - Explain that the war only lasted four years from 1914-1918.
 - Fighting largely occurred in Europe and not on US soil.
 - Explain why this is significant and ask students why they would not want war to occur in the US.

Recommended viewing for Teachers and Students: UCF VLP Florida Soldiers in France: World War I Video Series:

<https://vlp.cah.ucf.edu/wwi/floridafrancewwi.html>.

Context of World War I

- Decades of tensions in Europe in the late 1800s and early 1900s related to European imperialism, nationalism, and the alliance system exploded into full-scale war in 1914.
 - On June 28, 1914, Serbian nationalists assassinated Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, and his wife Sophie in the Bosnian capital of Sarajevo.
 - Austria issued an ultimatum to Serbia, an ally of Russia, and the alliance system would lead to the quick declaration of war involving most major world powers over the following months.
- The war, which lasted from 1914 to 1918, occurred between the Central Powers and the Allied Powers
 - Central Powers
 - Germany
 - Austria-Hungary
 - Ottoman Empire (modern-day Turkey)
 - Allied Powers
 - France
 - United Kingdom
 - Russia (until 1917)
 - Italy
 - Japan
 - United States (after 1917)
- On the Western Front of the war in Europe, advancements in artillery and machine guns saw

the emergence of trench warfare, where opposing armies dug trenches to protect themselves. Much of the war remained a stalemate as both sides attempted to capture opposing trenches to gain ground, resulting in high casualties.

- With the war occurring overseas, many Americans supported keeping the nation out of the fighting. Individual Americans supported both sides, though more supported the Allied Forces. Yet, by 1917, actions by Germany turned American attitudes towards direct action against the Central Powers
 - In the early part of the war, Germany prevented its submarines from sinking civilian and neutral ships, but by early 1917, Germany resumed these actions known as unrestricted submarine warfare against any ships in the war zone
 - The United Kingdom intercepted a German telegram to Mexico where Germany promised to help recover Mexican territory lost to the United States during the Mexican American War (1846-1848) in exchange for Mexico's support.
- On April 6, 1917, the US declared war on Germany in support of the Allied Powers and through providing fresh troops for the Allies, the US military played a key role in pushing back the German advance on the Western Front.
- By the end of the war, over four million Americans from all backgrounds had entered military service.
 - About 42,000 Floridians served during the war.
- On November 11, 1918, Germany, the last remaining Central Power combatant, signed an armistice with the Allied Forces marking the end of warfare.

Slide 14: African American Context During WWI

- Explain to students the experiences of African Americans prior to and during World War I.

African American Context

- During this era, African Americans (aka Colored or Negro) commonly experienced racial discrimination (think about the M&M shoe activity)
- Jim Crow segregation laws reduced African Americans to second-class status in American society such as voting disenfranchisement (denied right to vote) and unequal or no access to schools, transportation, outdoor recreation, restaurants, etc.
- While most African Americans lived in the South before World War I, the lack of steady jobs, particularly in agriculture, led many African Americans to migrate from the South to the North beginning in the 1910s for better economic opportunities and quality of life.
 - The war in Europe slowed the migration of European immigrants to the US as recruiters journeyed to the South to recruit African Americans to work in the industrial North.
 - This became the origin of the Great Migration as 1.6 million African Americans migrated from the South between 1910 and 1930.
- When the US entered World War I, many Black leaders like W.E.B. DuBois believed the war presented an opportunity for African Americans to demonstrate their patriotism and achieve true equality in American society.
 - Some African Americans would enlist while most would be drafted.
- Yet, within the military, African Americans continued to face discrimination in being restricted to

segregated units and serving largely in non-combative support roles like labor and engineer battalions and companies.

- Through pressure from Black leaders, the War Department created two combat divisions (92nd and 93rd) for African Americans of about 40,000 soldiers collectively.
 - The 369th Infantry Regiment, known as the Harlem Hellfighters, fought with the French Army in various conflicts and received wide praise for their combat performance.
- Additionally, the War Department created a Black officer training camp to train and commission Black officers to serve these segregated units.
 - Of the 200,000 officers in the military during the war, only 1,200 would be African American.
 - More than 380,000 Black soldiers served in the Army during the war.
 - Black soldiers made up about thirty-six percent of total Army enlistees from Florida. Over 13,000 African Americans from Florida served with seven Black officers.

Slide 15: World War I: STOP AND TALK: What does segregation mean? (in this context)

Segregation refers to a separation between African Americans and everyone else. This occurred because of the color of their skin. If you appeared “brown” and darker, society categorized you as an African American. This limited your access to work certain jobs within the military. Very few African Americans served as officers and those who did commanded all Black or African American units. These officers had a college degree, mainly from Historically Black Colleges and Universities (HBCUs).

STOP 3 (A206)- Wilbur Forward

Slides 16-18: Wilbur (Emma) Forward

- Walk to the grave of the above soldier and ask the students to describe the headstone and the information that is on it.
- Next, share with the students the information about the soldier. Ask them to share what information seemed to stand out to them the most about the soldier and why. What is different about this soldier from the previous war? Why do you think there is little information about his Early Life?
- See if the students can see what is unique about Wilbur Forward’s headstone.
- Then discuss the information about Emma Forward.

Information about Wilbur and Emma Forward

- Forward was born on November 24, 1888, in St. Augustine, FL to Michael and Julia Forward.
 - He had at least one sister, Josephine and in 1910, he lived with Josephine, her husband Edward Gibson, and their son Adrian in St. Augustine, working as a barber.
- By 1915, Forward lived in Manhattan, NY where he married Emma Lewis on February 6, 1915.
 - In Manhattan, he worked as a porter at the Philip Morris Building on Fifth Avenue. Porters typically worked in greeting patrons and providing maintenance and cleaning for the building.
- On October 30, 1917, the Army drafted Forward into service where he served with the 367th

Infantry Regiment that formed at Camp Upton in Long Island, NY.

- The regiment would be one of the regiments incorporated into the 92nd Division, one of the two combat divisions where nearly 40,000 Black soldiers collectively served.
- During his transport to France, Forward lists his wife Emma as his emergency contact.
- Forward and the 367th served in France, participating in the Meuse-Argonne Offensive, one of the last actions of the war in 1918.
 - Forward remained in France until February 8, 1919, when his regiment returned to the US.
 - He received an honorable discharge on March 8, 1919.
- Wilbur and Emma returned to Saint Augustine where he worked various jobs including as a chauffeur, a clerk, and a painter. In 1927, he worked as a clerk for The Ice Berg located in the Lincolnville community of St. Augustine. Managed by Arthur Forward (relation unknown to Wilbur), The Ice Berg served as a legendary pharmacy and soda shop in town.
- Wilbur died on his birthday on November 22, 1934, at the age of forty-six.
- By 1940, his widow Emma worked as a live-in maid for Lucy Emerson, an elderly white woman in St. Augustine.
- Emma passed away on April 22, 1945 and is buried with her husband.

Slide 19: Military Spouses: STOP AND TALK: *What role did soldiers' spouses, particularly wives, play during wartime?*

African American women played important roles during World War I. They supported the men during this time by going to work to provide at home. Many African American women took up the vacant jobs in manufacturing products to support the US military. In addition, nursing became an important field for Black women to serve. Having a soldier's wife buried with them in a national cemetery is not uncommon. Take a look at the headstone of Spanish American War Veteran William Plummer, (A 205), and look on the back of his headstone to see his wife Dora is also buried with him.

STOP 4 (A212)- Jason Waitman

Slides 20-22: Jason Waitman

- Walk to the grave of the above soldier and ask the students to describe the headstone and the information that is on it.
- Next, share with the students the information about the soldier. Ask them to share what information seemed to stand out to them the most about the soldier and why. What is different about this soldier from the previous soldier? Why do you think there is so much information about his Military Life?
- Ask the students to discuss the significance of having a photo of Jason Waitman in the Lincolnville Museum. Give students 5-10 minutes to draw what they think Jason Waitman looked like in his uniform.

Information about Jason Waitman

- Waitman was born in Columbia County, FL on February 26, 1895, as the ninth child of eleven children.

- His father J.M. Waitman by 1900 owned his own farm, providing for his large family as Jason's siblings of age helped labor on the farm. By 1910, while attending school, Jason also helped his father farm.
- By 1917, before his military service, Waitman worked for the St. Augustine Ice Company as a driver.
- Waitman registered for the military draft on June 5, 1917, in St. Johns County, FL and the Army drafted him into service on August 4, 1918.
- He served with the 547th Engineer Service Battalion as the unit served overseas in France. The unit left for France via the United Kingdom on October 27, 1918, arriving in France on November 10, a day before Germany signed the armistice that would end fighting.
 - The 547th became attached to the 20th Forestry Engineers which worked to provide wood to the American Expeditionary Forces (AEF)
 - The AEF needed wood for building railroads, docks, storage units, shelters, hospitals, bridges, and trenches and to keep the troops warm during the winter.
- Waitman remained in France until July 5, 1919, when they returned to the US. He received an honorable discharge on July 25, 1919, at Camp Gordon, GA.
- After the war, Jason resumed his work as an iceman.
- On September 16, 1921, he married Elmira Tunsil.
- Waitman died on December 9, 1936, in St. Augustine, FL.
- A photo of Waitman in his World War I uniform is hanging in the historic Lincolnville Museum in Saint Augustine.

Slide 23: Escape Room: World War I Edition

- Create an activity, such as a Wordle and a QR code, using the clues on the slide.
- Put students into 4-5 small groups. One student in each group can use their cell phone to scan the QR code to get the Wordle, where they will guess the secret word.
- Tell students they must use the clues on the slide and what they have learned about to figure out the clue word. The first group to figure out the word and “leave the escape room” will win a small prize (decide something small that you can reward your students with).
- When done, move to the right towards the next section of the cemetery based on the map on slide 2.
- ANSWER: **COMBAT**

Slide 24: World War II (1939-1945)

- Move the tour to the right towards the next stop: D57.
- Have student volunteers help share important information from the timeline of the war.

Context of World War II

- Unresolved tensions from the end of World War I helped contribute to the outbreak of World War II twenty years later. One example includes the resentment of Germany to the harsh terms of the Treaty of Versailles in 1919 that blamed Germany for World War I. Another involved the failure of the League of Nations to achieve lasting peace and deal with growing threats.

- In Europe, this interwar period (the 1920s and 1930s) saw various economic crises and political developments that contributed to the emergence of fascism in Europe that involved extreme nationalism, increased militarism, and a powerful central figure such as Benito Mussolini in Italy and Adolf Hitler in Germany. In 1935, Italy invaded Ethiopia and in the late 1930s, Germany annexed Austria and parts of Czechoslovakia with little international intervention from the League of Nations and major powers.
- In Asia, Japanese militarism led to the expansion of their empire in the Pacific and East Asia, such as the invasion of China's Manchuria region in 1931, before invading the rest of China in 1937 leading to war between Japan and China.
- The immediate cause of World War II occurred when Germany invaded Poland on September 1, 1939, leading to a declaration of war by France and the United Kingdom. The war lasted from 1939 to 1945 between the Axis Powers and the Allied Powers.
 - Axis Powers
 - Germany
 - Italy
 - Japan
 - Allied Powers
 - United States
 - United Kingdom
 - Soviet Union (including Soviet Russia)
 - France
 - China
- Pre-US Involvement
 - Germany made advances into Western Europe including the surrender of France in 1940, though Germany failed in its campaign against Great Britain.
 - In 1941, Germany launched a surprise attack on the Soviet Union.
 - The Japanese also continued to expand into East Asia capturing European colonial territories.
- Similar to World War I, the United States initially remained neutral. However, President Franklin Roosevelt took various actions in preparation for the possibility of US involvement.
 - One example included the Selective Training and Service Act of 1940, the nation's first peacetime draft that required men aged twenty-one to thirty-six to register.
 - Another example includes the Lend-Lease Act of 1941 where the US lent money and lent money and leased war materials to the Allies including the United Kingdom and Soviet Union.
- The United States entered the war after the Japanese invaded Pearl Harbor, Hawaii on December 7, 1941, and following Germany's declaration of war against the US shortly after, the US faced a two-front war (European/North African and Pacific Theaters).
 - Over 250,000 Floridians, whether through enlistment or drafted, served in the military during the war.
- Post-US Involvement

- The Axis Powers continued their advances in 1942 with Japan expanding their empire by capturing British and American territories in the Pacific and Germany continuing their advance into the Soviet Union.
- Yet, the Axis advance would be stalled by the Japanese naval defeat at the Battle of Midway in June 1942 and the impact of winter and Soviet counterattacks against the Germans, leading to an Allied advance towards Germany and Japan by the Allies.
- In the North African campaigns, the Allies defeated Italian and German forces in 1943 before invading Italy and overthrowing Mussolini, with Italy surrendering to the Allies, though the Allies continued fighting German forces in Italy until 1945.
- The Normandy Campaign in western France in 1944 by the Allies led to the liberation of France and the continued advance of American and British forces from the west and Soviet forces from the east led to the surrender and occupation of Germany in May 1945.
- The Allies continued their advance against Japan in the Pacific through hard-fought island-hopping campaigns such as Iwo Jima and Okinawa in 1945. Faced with a decision of a large-scale invasion of the mainland of Japan, the US instead dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki, leading to Japan's surrender in September 1945, ending the war.

Slide 25: African American Context During WWII

- Explain to the students the experience of African Americans before and during World War II.
 - What factors helped motivate African Americans to join the war effort?
 - What is the “Double V Campaign”?

African Americans Context

- In January 1942, James Thompson, a twenty-six-year-old Black man from Wichita, KS submitted a letter to the editor of the *Pittsburgh Courier*, one of the nation's leading Black newspapers.
 - In his letter, he expressed the hypocrisy that Black soldiers faced in securing democracy abroad while experiencing discrimination, inequality, and racial violence at home in the US.
 - He stated, “Would it be demanding too much to demand full citizenship rights in exchange for the sacrificing of my life? Is the kind of America I know worth defending?” “Will America be a true and pure democracy after this war?”
 - He challenged readers to imagine the war as an opportunity to defeat tyranny abroad and end racism and inequality at home.
 - Thompson's letter helped inspire the concept of double victory as the *Courier* began promoting what became the Double V campaign which became a rallying cry for African Americans during the war.
 - Thompson later served as a corporal with the 2257th Quartermaster Corps Truck Company which helped supply soldiers on the front lines in the India-Burma Theater of the war.

- Over a million African American men and women served collectively in every branch of the military, yet like World War I, the military remained segregated and Black soldiers continued to be treated as second-class citizens. Worse, German prisoners of war could enter facilities that Black servicemen and women could not patronize.
 - African Americans served in every theater of the war with Black units like the 332nd Fighter Group (part of the Tuskegee Airmen) and the 761st Tank Battalion gaining notoriety for their service.
 - The 332nd, as part of the Tuskegee Airmen, shot down 112 enemy planes during 179 bomber escort missions over Europe.
 - The 761st served with General George Patton's Third Army.
 - Many Black soldiers served as nurses, engineers, truck drivers, gunners, and paratroopers.
 - Over 50,000 Black Floridians served in the military during the war.
- Before the US entered the war, President Roosevelt issued Executive Order 8802 which prohibited discrimination within the defense industry and government. The act also created the Fair Employment Practices Committee (FEPC) to help investigate and monitor hiring practices.
 - On the homefront, Black civilians worked in government and the defense industry in offices, factories, shipyards, arsenals, quartermaster depots, and aircraft facilities among other locations.
 - While limited in its enforcement, the FEPC did lead to positive improvements for Black workers.
 - By 1945, Black employment increased three percent in the defense industry since before the war.
 - Around 200,000 African Americans held government jobs, three times the amount before the war.
 - Yet, most of these jobs remained low-paying and unskilled positions.
 - The FEPC lasted until its dissolution in 1946.
- In Florida, the National Association for the Advancement of Colored People grew rapidly during the war as post-war activism by African Americans sowed the seeds for the modern Civil Rights Movement in the state and the nation.

Slide 26: World War II: STOP AND TALK: *What kind of day-to-day things do you think African Americans in the 1940s sought to have equality in? African Americans experienced segregation from white Americans by law and by private action in transportation, public accommodations, recreational facilities, prisons, the armed forces, and schools in both Northern and Southern states. They wanted equality in EVERYTHING.*

STOP 5 (D57)- George Downings Jr.

Slides 27-28: George Downings

- Walk to the grave of the above soldier and ask the students to describe the headstone and the information that is on it.

- Next, share with the students the information about the soldier. Ask them to share what information seemed to stand out to them the most about the soldier and why. Why would he lie about his age?

Information about George Downings Jr.

- George Downings Jr. was born on June 3, 1925, in Hastings, FL to George Sr. and Lenar Downings where his father worked as a farm laborer on a potato farm.
- After his father died in 1939, his mother remarried in 1940 and the family continued to live in Hastings.
- Before joining the Navy, Downings left the rural area of St. Johns County to move to Saint Augustine.
- Downings registered for the draft in December 1942, lying about his age to make himself old enough to serve.
- On March 4, 1943, Downings enlisted in the US Naval Reserve.
- Downings had to deal with the impacts of discrimination and segregation in the Navy which limited Black sailors to menial labor as messmen, responsible for feeding and cleaning after white Navy officers aboard Navy vessels.
- Downings served aboard various vessels across the Atlantic including off the coast of the US, the Caribbean, and North Africa including the *USS Harding*, the *USS O'Brien*, the *USS Moale*, and the *USS LSM-152*.
- Downings served until his honorable discharge on December 25, 1945.
- After returning to the US, Downings passed away on July 5, 1946.

Slide 29: Blue Discharges: STOP AND TALK: *After World War II, African Americans disproportionately received “blue discharges,” given to soldiers who had “undesirable habits and traits of character.” In addition to dishonorable discharges, Blue discharges carried a stigma that impacted their post-military life including employment and Veteran benefits. Why do you think many African Americans received these types of discharges? Honorable discharge is important because African Americans disproportionately received other types of discharges. It is reported that many received dishonorable or blue discharges (not good or bad,) which impacted their employment opportunities and affected their benefits like G.I. Bill including low-income housing and money for education. The impact of racist policies and officials helped contribute to these developments. These classifications would be used against women, African American, and LGBTQ servicepersons. 50,000 people received blue discharges during World War II with Black men as the largest recipients. Many African American Veterans sought honorable discharges through court, but others died not ever getting the acknowledgment for their service to this country.*

STOP 6 (E25)- Fred Wimbush

Slides 30-31: Fred Wimbush

- Cross the sidewalk and go to the E Section, and walk to the grave of the above soldier and ask the students to describe the headstone and the information that is on it.

- Next, share with the students the information about the soldier. Ask them to share what information seemed to stand out to them the most about the soldier and why. What is different about this soldier from the previous soldier?

Information about Fred Wimbush

- Wimbush was born in Emanuel County, GA to George and Ella Wimbush where George worked as a farmer.
- Wimbush had at least four brothers and two sisters.
- After his father's death, his mother married Henry Hadden and by 1930, the family relocated to Lyons, GA before relocating to St. Augustine, FL by 1935.
- By 1940, his stepfather had passed away and his mother Ella supported the family by working as a cook and maid.
- By 1940, Wimbush helped support his family by working odd jobs in St. Augustine in the waning days of the Great Depression.
- On July 14, 1943, Wimbush enlisted in the Army at Camp Blanding near Starke, Florida. He served with the 25th Infantry Regiment of the 93rd Division in the Pacific Theater (including the Solomon Islands and New Guinea islands) in both a labor and combat role.
- After the Japanese surrender, the regiment served in the Philippines until October 1945 before returning to the US in February 1946.
- On November 29, 1946, he received an honorable discharge from the Army.
- Wimbush returned to Saint Augustine where he lived until his death on January 14, 1949.

Slide 32: Escape Room: World War II Edition

- Create an activity, such as a Wordle and a QR code, using the clues on the slide.
- Put students into 4-5 small groups. One student in each group can use their cell phone to scan the QR code to get the Wordle, where they will guess the secret word.
- Tell students they must use the clues on the slide and what they have learned about to figure out the clue word. The first group to figure out the word and "leave the escape room" will win a small prize (decide something small that you can reward your students with).
- When done, move to the next section of the cemetery based on the map on slide 2.
- ANSWER: **SEGREGATE**

STOP 7 (Flagstaff)

Slides 33-34: Conclusion: Hidden Heroes

- Explain to students why it's important to learn about African American Veterans.
- Discuss what they learned on the tour.
- Review the Veterans from each war.
 - Teacher reads: African American soldiers throughout time are true hidden heroes. Due to the color of their skin, their lives and their service have been neglected and treated as invisible.
 - It is important to REMEMBER these Hidden Heroes because they played essential roles in our country's military. African American servicemen and women served both in combat and service roles while facing discrimination.

- This concludes the African American St. Augustine National Cemetery tour.

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