

# UCF's Veterans Legacy Program



**VA**



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



**UCF**

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](mailto:ucf.vlp@ucf.edu).

## **Immigrants Who Gave It All**

### **Slide 1:** Immigrants Who Gave It All

- Read Introduction to Students:
  - Immigration is central to the United States' history. Apart from Native Americans, US citizens trace their ancestry to immigrants. Immigrants come to the US for a variety of reasons. This tour highlights six immigrant Veteran stories; all are buried here at St. Augustine National Cemetery (SANC). Each has a unique journey but collectively they represent the commitment immigrants make to our nation through military service and by helping to build their local communities. Along the way, you will learn about how primary documents are used in research.

### **Slide 2: What is immigration?**

People who move to a new country are called immigrants.

### **Slide 3: What is a second-generation immigrant?**

People born and raised in the United States who have at least one foreign-born parent.

### **Slide 4: What is a Veteran?**

A person who has served in the armed forces.

### **Slide 5: Historical Context**

Pause to have students talk about how immigrants matter in US History. Use the text on the slide, and if you like, the article from the [US Citizenship and Immigration Services](#) list in the bibliography for further reading provides more context.

### **Slide 6: Map of SANC Tour Stops**

Use this slide as a reference for where each stop is located geographically. Remind students that they can look for the section letter markers in the cemetery and the number on the back of the headstones as reference points.

### **Slide 7: Stop 1 – The Dade Monuments**

While en route from Fort Brooke (Tampa) to Fort King (Ocala) 108 officers and men under the command of Major Francis L. Dade, Company B, 4th Regiment of Infantry, were ambushed by Native Americans in December of 1835. All but four men were killed in the attack, with one passing away the next day. The remains of Major Dade and those who perished with him are interred beneath these pyramids.

### **Slide 8: Stop 1- The Dade Monuments**

Tell students that numerous men in Dade's command were immigrants or second-generation immigrants. Immigrants constituted large portions of the military. Ask students why they think so many immigrants chose to serve during this time.

### **Slide 9: Explaining Primary Documents**

- Read aloud for students:
  - Let's look at our immigrant Veterans' lives using different types of primary documents.
  - Primary Documents: A primary document is firsthand account information as the original source or digitized from the original source (i.e. marriage licenses, diary entries, interviews, newspapers, photographs...etc).
  - After looking at a source, we will go through it together and discuss the information we found.

### **Slide 10: Stop 2 – Francis McNally**

- Read aloud for students:
  - Francis McNally immigrated from Ireland.
  - We will be using the 1900 Census. There is an enlarged image of McNally's information for you to decipher.

### **Slide 11: Stop 2- Francis McNally- What information can be found on the 1900 Census?**

- Discuss with students what they discovered. You should point out the following information:
  - Head of Home (house, not farm)
  - White
  - Male
  - Born in November 1835 in Ireland, 54 years old
  - Annie O. is his wife (white/female/born 1856 in Connecticut, 43 years old)
  - No children
  - Immigrated in 1848
  - Job: Library Custodian

- He can read/write/speak English
- Read aloud for students:
  - Francis McNally was born in 1835, in Ireland. He gained citizenship in 1848 and enlisted in the United States Army in 1862. He died on October 7, 1913.

**Slide 12: Stop 2- Francis McNally- Immigration from Ireland**

Discuss Irish immigration to the United States in the 19th century. Be sure to hit on the following:

- Living conditions in Ireland in the early 1800s were difficult and made worse by the Potato Famine.
- In the 1840s, when McNally gained his citizenship, the Irish made up more than half of the American immigrant population.

**Slide 13: Stop 2-Francis McNally- Irish Immigrants in the US**

In the mid-19th century, anti-Irish and anti-Catholic sentiment was widespread in the US, which made life for Irish immigrants difficult, Their fellow Americans did not always consider them to be “white” and many worked demanding jobs for low wages. Companies took advantage of their labor which contributed to socio-economic divides.

**Slide 14: Stop 3 – Henry Good**

- Read aloud for students:
  - Our next Veteran is Henry Good. Like Francis McNally, he also immigrated from Ireland.
  - We will examine Henry Good's interment card.

**Slide 15: Stop 3 – Henry Good's Interment Card**

This is Henry's interment card, which shows us the information about his burial in St. Augustine National Cemetery. Let's see what details we can learn about him from this source.

**Slide 16: Stop 3 – What information can you find in this document?**

- Discuss the students' findings about Henry Good. Make sure that you bring up the following if the students miss them:
  - Henry Good enlisted in NY. He was 32 years old.
  - He died on either May 14 or 15, 1877.
  - He is buried in St. Augustine National Cemetery.
  - He was a Private who served in Company K of the 5th US Artillery.

Tell the students that with additional research, we can determine he was a Union soldier during the Civil War based on his service with the 5th US Artillery. Ask the students what other questions that they have that are not answered by the primary source, and where they could look for answers.

**Slide 17: Stop 3 –Register of Deaths**

This is another type of primary source that helps us learn more about Henry Good. From this we can determine that Henry's death resulted from his service. He died of “acute congestion of the brain.”

**Slide 18: Stop 4 – Theodore Walter Wengert**

- Read aloud for students:
  - Theodore Walter Wengert is a second-generation immigrant from Germany. His father was from Landau, Germany. He immigrated to the United States in 1910
  - We will examine the Missing Air Crew Casualty Report Questionnaire from when Theodore’s plane crashed in 1944..

**Slide 19: Stop 4 – Theodore Walter Wengert German Immigration to the US**

- German immigration to America increased in the second half of the 19th century as a result of political tensions, lack of work, and lack of food.
- By 1910, when Theodore’s dad immigrated to the US, there were over 2 million German immigrants living in America.
- Ask students: how does the story of German immigration compare to that of the Irish?

**Slide 20-22: Stop 4 – Theodore Walter Wengert Missing Air Crew Report Casualty Questionnaire**

- Theodore Walter Wengert served as a first lieutenant in WWII.
- Theodore’s plane crashed while he and his crew targeted oil refineries in Germany. Wengert wrote this report which documented all of his knowledge about the crash and the whereabouts of his fellow crewmates.

What information can you find on this document? (Partial Transcription Below)

Your name: Wengert, Theodore Walter. Rank: 1st Lt. Serial No. 0.2056506
Organization: 451 B. G. 726 B.S. Gp Commander: Knapp Rank: Col. Sqn CO. 1. Thos. Walkby 2. Jack Reichenbach Rank: Major
What year? 1. 1944 2. 1944 Month: 1. Nov 2. Dec Day: 1. 17 2. 26
What was the mission? Bombing Target? 1. Oil Refinery, Germany 2. Oil Refinery, Poland Target time? About 1300 hours. Altitude? 25,000 ft. Route Scheduled? Cannot Recall Route Flown? Cannot Recall
Where were you when you left formation? 1. Lake Salaton, Hungary 2. South of Gyor, Hungary.
Did you bail out? Yes, both times.
Did other members of your crew bail out? Yes.
Where did your aircraft strike the ground? 2. Unknown was headed for the Adriatic Sea
What members were in the aircraft when it struck the ground? None
Please give any similar information on personnel of any other crew of which you have knowledge. Indicate source of material: Cpl. Robert Miller reported killed. Sgt Paul Nichols attests that he saw his bloodstained clothes after natives had found his body and buried him. Exact cause unknown. Presume he hit his head on the hatch when bailing out or was hit by flak, before he could open his chute. This occurred about 20.3 miles south of Sarajevo, Yugoslavia. Nov-9-1944 (Date Uncertain). Only 3 members of crew bailed out. Sgt Nichols, Cpl. Miller + the other member unknown to me. The rest of us made an emergency landing at the

island of Vis in the Adriatic Sea.

Discuss with students the information they learned from the document. Be sure to include the following details in your discussion:

- Rank - 1st Lt.
- Serial Number- 0-2056506.
- His commander is Knapp who is a Colonel.
- 1944 is when both incidents took place.
- Both times, when they left formation, they were flying over Hungary.
- The crash site of the plane was unknown, but he noted it was heading towards the Adriatic Sea.
- He describes the possible death of one of the crew members.

### **Slide 23: Stop 5 – Francis Piet**

Francis Piet's father moved to the United States from Greece. Like many Veterans, he gained citizenship after his service in WWI. Francis was born in 1925 as a second-generation immigrant.

### **Slide 24: Stop 5 – Francis Piet Dutch Emigration**

The Dutch did not make up a large percentage of immigrants to the United States. Still over 200,000 emigrated from Holland in the 19th and early 20th century. Their decision to move was sparked primarily by religious tensions resulting from a schism in the Reformed Church. However, economic hardships also played a key role after the potato famine and high unemployment rates.

### **Slide 25-26: Stop 5 – Francis Piet Muster Roll**

- Read aloud for students:
  - We will use a Muster Roll from January 28, 1945.
  - A Muster Roll is like taking attendance.

01-28-1945

Names	Service Numbers	Rank
Piet, Francis Thomas Jr.	556 83 69	ARM2c(T)
Piet, Francis Thomas Jr.	556 83 69	ARM2c(T)

BRANCH	RECEIVED OR DIED	DATE	VESSEL OR STATION
USN	Rec	1-24-45	USS TECONDEROGA, for treatment. Cause: intracranial injury
USN	Died	1-26-45	Buried in Cem in Ulithi Atoll, 1-25-45

What information can you gain from this primary document?

Go over the information your students find together. Make sure to highlight the following in your discussion:

- Date of the Muster Roll (January 28, 1945)
- He's on the USS Samaritan.
- Service number - 556 83 69
- ARM2c - Aviation Radioman 2nd Class
- At the bottom, it shows that he was brought on the ship 1-24-45 and was pronounced dead on 1-24-45 from a head injury. He did not die in line of duty.
- His remains are buried ashore at the cemetery - Ulithi Atoll

**Slide 27: Stop 6 – John Carves**

John Carves is a second-generation immigrant whose parents emigrated from Greece in the late 1800s. During this time, over 400,000 Greeks moved to the US (John has a [full biography written about him on the UCF VLP Website](#)-- you can refer students here for more information.)

**Slide 28: Stop 6 – John Carves**

John enlisted in the Air Force in 1942 and was part of the 71st Bombardment Squadron. He served in the Pacific during WWII. John was killed in action on December 20, 1943, in New Guinea during a coordinated bombing attack. He was injured by machine guns and died before his plane landed. He was originally interred in New Guinea, but was brought back to Florida to be reinterred in SANC by his father in 1949.

**Slide 29-30: Stop 6 – John Carves Excerpt from The Palm Beach Post**

- Read aloud for students:
  - We are using a newspaper article from Palm Beach Post Dec 19, 1944 titled Lt. Carves' Parents Given Silver Star.
  - The Silver Star is the third-highest military combat decoration awarded for bravery in action.

What information can we find using this primary document?

<b>LT. CARVES' PARENTS GIVEN SILVER STAR</b>
<b>Posthumous award of the Silver Star to 2nd Lt. John M. Carves was made Sunday afternoon by Morrison Field officers who presented the medal to his parents. Mr. and Mrs. Manuel Carves, 7201 Flagler Dr.</b>
<b>Lt. Carves, a pilot, was cited for "gallantry in air action over Alexishaufen, New Guinea, on Dec. 20, 1943," the day of his death.</b>
<b>1st Lt. John W. Dodge, who made the presentation, and Capt. Jack B. Davis of the base personal affairs office represented Morrison Field at the ceremony.</b>
<b>Memorial services for the young officer were held Sunday morning at the Holy Trinity Episcopal Church and were conducted by the Rev. Erotheos Stavrou of St. John's Greek Orthodox Church, Jacksonville. The Army Air Forces' citation for Lt. Carves was read during the ceremony.</b>

Discuss with students the information they learned from the document. Be sure to include the following details in your discussion:

- Silver Star given to parents.
- When he died; Dec. 20, 1943.
- Where he died; Alexishaufen, New Guinea.
- His rank; 2nd Lt.
- His parents' names; Mr. and Mrs. Manuel Carves.
- Where his memorial was held; Holy Trinity Episcopal Church, Jacksonville.

### **Slide 31: Stop 7 – Lawrence Bowden**

Lawrence and his family immigrated to the United States from Canada in 1925. He was involved in numerous activities during his years in high school, including participating in the Glee Club and playing football. He enlisted in the army in 1942 and served as a quartermaster. (Lawrence has a [full biography written about him on the UCF VLP website](#)-- you can refer students here for more information.)

### **Slide 32: Stop 7 – Lawrence Bowden Canadian Immigration to the US**

There are not many records of immigration from Canada prior to 1894. Therefore, many Canadian immigrants, as well as those immigrants from other countries who first stopped in Canada, lack migration records. There were numerous steamship companies who advertised this route as a more desirable option for those who wanted to avoid the US immigration inspectors. The US changed its policies in 1894 to start documenting immigrants who used Canada as a stepping stone. It was not until 1906, however, that the US began to keep track of Canadian-born immigrants.

### **Slide 33-35: Stop 7 – Lawrence Bowden**

- Read aloud to students:
  - Lawrence Bowden's family immigrated to the United States from Canada.
  - We will use his draft card. What information can we get from this document? Remember this document has two sides.

What information can you gain from this primary document?

- Full name: Lawrence Gordon Bowden
- Address: 2728 Southwood Lane, Jacksonville, Duval, Florida
- He was 21 years old, born on May 11, 1919 in Toronto, Canada
- His next of kin is his mother - Mrs. Gordon George Bowden (address is the same)
- He works at S.C. Ploot on Saratoga Road - Jacksonville, Duval, Florida
- His signature
- Race: White
- Height and Weight: 5'11 165 pounds
- Brown hair and eyes, Ruddy complexion
- Where he registered - Local Board 7, Duval County

### **Slide 36: Stop 8 – Flagstaff**

- Read aloud for students:
  - As we stand here at the flag, let us reflect on how Francis McNally, Henry Good, Theodore Walter Wengert, Francis Piet, Jr, John Carves and Lawrence Bowden sacrificed for our country's freedom.

- All these immigrants and sons of immigrants came from countries with different flags, but all these men came together under the American flag.
- Each of these immigrant Veterans served the United States with honor and bravery, many paying the ultimate price.
- Use this time to reflect with your students. How did immigrants as a whole contribute to the history of the US? Why are Veterans such a key part of our country's history and military history? Whose story resonated with them the most, and why?

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