Veterans Legacy Program Curricular Materials

Discovering our Veterans and their Relation to France

Grade Level: Fifth Grade

Subject Area: Social Studies and French

Benchmarks :

French Standard: Culture: The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Science Standard:

SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. (DOK 3)

Social Studies Standard:

SS.5.A.1.1 Use primary and secondary sources to understand history.

SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.

SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.

SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.

Veterans Legacy Program Curricular Materials

LESSON CONTENT:

Vocabulary: Text dependent questions, evidence, inference, conclusions, primary documents, veterans, expository writing

Suggested Technology: Document Camera, Computer for Presenter, Computers for Students, Internet Connection, LCD Projector, Speakers/Headphones, Adobe Flash Player, Microsoft Office, Computer Media Player, Java Plugin, poster boards

Learning Objectives: What should students know and be able to do as a result of this lesson?

Students will be able to summarize based upon details from a text.
Students will be able to infer and draw conclusions based upon details from a text.
Students will be able to analyze primary sources and gather information from the text.
Students will be able to use evidence from the text to support their inferences.
Students will be able to integrate information from primary sources and write about the subject.

Prior Knowledge: What prior knowledge should students have for this lesson?

Students will need to be able to summarize informational text.
Students will need to be able to make inferences from texts.
Students will need to be able to work with a partner.
Students will need to be able to complete a graphic organizer.
Students will need to be able to create a poster board presentation.
Students will need to be able to write using the conventions of standard English.

Guiding Questions: What are the guiding questions for this lesson?

How can I organize the information obtained in chronological order?
How can I summarize the information?
How can I collaborate with other students to complete an assignment?
What is a primary resource?
How would a primary resource be used?
What are some examples of primary resources?
What information can be learned from a photograph?
What details are important in a particular photograph?
What is a conclusion?
What does a reader do when they infer?
How can a person infer from a photograph?

Teaching Phase: How will the teacher present the concept or skill to students?

This lesson will take 45 minutes per day for 5 days.

Part 1

The teacher will begin instruction by showing the PowerPoint on primary sources and explaining the slides. For the last slide, have students either give a thumb up or down to answer each question.

Students will watch a video building prior knowledge

To establish prior knowledge on who fought in France, the students will learn about the US third infantry and the role it played in France during World War I and World War II. Kenneth Holliday (UCF Student and US Army Veteran who served in the Third Infantry) provides a brief history of the Third Infantry and its motto, " Rock of the Marne," in two short videos on World War I and World War II.
WWI - https://youtu.be/jqSCKZRuJdc
WWII - https://youtu.be/JjC90ssKYP4

Teacher will explain the different symbols and their meaning using the resources at the National Cemetery Administration Web page. Information about headstones, markers and medallions can be found here and a list of emblems of belief can be found here.

Parts 2 and 3

The teacher will partner students and go over the rubric and the questions.

Students will work collaboratively to read the biography on the veterans selected from among those who have a connection to France, and gather answers to the following questions.

Create a poster board of a veteran has a connection to France.

- The board will have a timeline of the soldier's life.
- The veteran tombstone with the religious symbol and the meaning of the symbols will be drawn on the poster board.
- Summarize his or her life.
    - How is the veteran connected to France?
    - When will your soldier be honored?

    - What war did they fought in? when is the day for celebrating this war? In the United States and in France. (Example Veterans Day, November 8, November 11, memorial day etc.)
- What is your primary source? Use visual aid and explain.
- If you learned new vocabulary what are they and what is their meaning.
- Did you learn any interesting (wow) facts?

Parts 4 & 5

Students will build their poster board with their partners.

Teacher will collect all boards.

Extra Activity

Research and Stats
Most veterans' tombstones have a symbol.
Go back to the website and find the number of veterans who have the same symbol.

- Based on the 120 biographies made, how many soldiers have the same religion you do?
- Create a graph/chart comparing all the symbols and religions.

Veterans Legacy Program Curricular Materials

Generic Poster Grading Rubric

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content – Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.

Veterans Legacy Program Curricular Materials

Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Labels	All items of importance on the poster are clearly labelled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labelled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labelled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labelled.

Veterans Legacy Program Curricular Materials

Veteran Biographies Related to France and Francophone Territories

All are available here.

World War I
John Antuono
John Borris
Hylon Broadbrook
Eugene Barto Fricks
Henry L. Gau
Melvin Hemmerle
Francis Gerould
Fred Kalinchuk
Charles "Carlo" Leonetti
Alexander Lucas
Giosue Nasso
William Henry Oliver
Clarence L. Ostrander
Feliz Prendota
Wesley Zimmerman

World War II
David Carl Haberstroh
Melvin A. Hemmerle
Sidney Malatsky
Harry Weber

France and Francophone territories
John Marcel Andres
Henry Francis Cavicchi
Bryce Lafave