

Lesson Plan 1: What is an Alabama Veteran?

A Social Studies Lesson Plan Developed for
Upper Elementary- Level Students (Grades 4-6)

Created by Kaci Brasher and Tiffany Gardner-Elementary Teachers
Alabama Veterans Memorial Park Project Directors – Dr. David C. Little, Samford University
Lulu Richardson, AVMP Education Committee
Consultant – Melody Greene, 4th Grade Teacher, Greystone Elementary

Instructor:

Lesson Title: What is an Alabama Veteran?

Curriculum Area: Social Studies

Date:

Co-operating Teacher:

Grade Level: 4th-6th

Estimate of Time: This lesson can be divided into
five or more class periods

Standards Connection:

Alabama Course of Study Social Studies Standards

4. 11) Describe the impact of World War I on Alabamians

- Recognize Alabama participants in World War I: Alabama's 167th Regiment of the Rainbow Division

Alabama Course of Study ELA Standards

4th Grade

16.) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. [RI.4.7]

19.) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.4.10]

5th Grade

19.) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently. [RI.5.10]

6th Grade

32.) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. [SL.6.2]

Alabama Course of Study Technology Standards:

3-5. 5.) Practice safe use of technology systems and applications

Learning Objectives:

Students will be able to

- Define a military veteran
- Describe the reasons why we celebrate Veterans Day
- Describe World War One and Alabama's Role in the War
- Summarize a soldier's WWI experiences in a letter
- Locate and describe the Alabama Veterans Memorial Park
- Optional Learning Activities

Describe symbols, songs and pledges that represent our country and the correct protocol when using them.

Evaluation of Learning Objectives:

Students will

- Complete the "L" of the KWL worksheet with 80% accuracy
- Complete Exit Ticket with 80% accuracy
- Answer questions on the Worksheet for AVMP website

Engagement:

The students will follow the standard rules and procedures implemented by the instructor. Upon entering the classroom, the students will sit at their assigned seats and put away any materials not needed for this lesson. The teacher will call the students to the carpet/whole group area.

The teacher will read the learning objectives for this particular lesson. The teacher will hand each student a [KWL Worksheet](#). **The teacher will ask the students to complete the “What do you KNOW” section by answering each of the questions on the KWL Worksheet.** Explain that much information on this sheet may be new to them and they may not know anything about some of the questions.

Learning Design:

I. Teaching:

Script:

Lesson One: Part One – What is a Military Veteran?

1. The teacher will ask the students to share the “K” section of their KWL Chart on a military veteran. After they have commented the teacher will put on the smartboard/whiteboard: A military veteran is a former member of the United States Armed Forces of the Army, Navy, Air Force, Coast Guard or Marine Corps. The teacher will then ask the students to complete the “W” section on the Chart.
2. Ask students if they know anyone who was in the military (Answer: Various students’ stories).
3. What are some of the jobs that men and women do while in the military? **(help with suggestions if necessary like cook, fight, drive vehicles, take care of cars, trucks, battleships and airplanes, operate and fix computers, as well as handle medical problems (doctors and nurses) etc.** After a discussion: **Complete the L section of the Chart for question number 1, naming at least 5 jobs.**

Lesson One: Part Two

4. Ask students if they know what we celebrate on November 11th (Answer: Veterans Day).
5. Ask students to turn and talk to someone sitting next to him or her about possible reasons why we celebrate Veterans Day
6. After 2-3 minutes, the teacher will ask students to complete the W section of the KWL worksheet. Teacher will ask for comments about what they discussed with partner. After the discussion,
7. The teacher will tell students that we celebrate Veterans Day to honor the men and women who served our country while in the Armed Forces. The teacher will mention to the students that Birmingham has one of the largest parades in the United States downtown on Veterans Day. And, the Alabama Veterans Memorial Park has a ceremony on the Sunday before Veterans Day. Anyone can attend and there is no admissions fee. Ask if they know of other places that celebrate Veterans Day. After the discussion: **Complete the L section of the Chart for question number 2 with a complete sentence.**

Lesson One: Part Three - World War One and Alabama’s Role

8. The teacher will ask the students if anyone knows anything about World War One. After answers (if any) have students do background research using the reading material at the end of this lesson under Resources. The Resource: “World War One and Alabama’s Role” is divided into four sections with pictures. These can be copied for each student if needed. [Part A](#) is general information about the war; [Part B](#) is about the 167th Infantry Regiment from Alabama; [Part C](#) is about Alabama’s economy before and during the war; [Part D](#) is about after the war. This resource can be read in its entirety at this point in the lesson plan or parts C & D saved for later in the lesson. It is important that the student’s read

Part A & B before seeing the slide show discussed below in number 10. Each part of “World War One and Alabama’s Role” has listed vocabulary words; teachers can ask students discovery questions about the pictures in each part – for example; ask what they see in the pictures that they can actually touch; what might the people be feeling, hearing, seeing, etc.; what are some differences they see from that time and the present time. (One important higher level skill would be the discussion of the differences in the involvement of volunteers in WW1 and volunteers in the War on Terror – for example, in WW1 citizens got very involved with buying war bonds from the government to support the war, sewing, growing food, and even doing without food themselves so the soldiers could have more. Compare this with today and the citizen’s involvement – ask a student if he or she has ever had to give up a hamburger or a dessert to support the soldiers in Iraq?)

9. After reading this section, students complete numbers 3 of the W section on their KWL worksheet.

10. Tell the students that they are going to see a [slide show about the group of soldiers they read about the 167th Infantry Regiment from Alabama of the Rainbow Division](#) who fought in World War I in France. Tell students that they will need to keep a “journal” of the slide show. (paper or notebook). They will write 5 or 6 descriptive words about each slide. They can pretend that they are a soldier in the 167th Infantry Regiment. They can use the five senses as a guide, and also key details from the slides. This journal will be used for a writing assignment at the end of this part of the Lesson.

Discuss the individual slides from a picture perspective along with text. (Text information on Slide 2 and 3 will need to be either for teacher background information or read to the students) possible questions could be

Slide1: What do you see in picture (airplanes in 1917; ask how they transported the big tank, etc.)

Slide 2: Why was the new Division nicknamed the Rainbow Division?

Slide 3: Describe the shoulder sleeve patch.

Slide 4: New vocabulary word is “**deployed**” which means to move troops into position for military action; Ask students questions and let them discover: “What do you see in this picture that you could touch if you were there? What do you see in this picture that you would see in downtown Montgomery today? What do you see that you would not see today? How do we know that Montgomery had electricity in 1917?” If they did not mention the following things, teacher could give hints: (Notice the band, the old cars, the long line of soldiers in the parade).

Slide 5: Notice uniforms

Slide 6: Guessing from this picture what do you think was the major source of transportation across the United States in 1917? How do you think the soldiers would have gotten across the ocean to France during this time?

Slide 7: Notice uniforms

Slide 8: Look at the words written beside the picture. Do you see any words that look like the French language?

Slide 9: What kinds of things do you see in this picture? (Old truck, red cross, etc.) What does the Red Cross represent? What is the role of this truck in the war? Why was it important?

Slide 10: Soldiers fighting

Slide 11: What were the trenches made with in this picture (bags of sand were used to build the sides to protect the soldiers). Why do you think trenches were used in warfare during World War 1?

Slide 12: The 167th fought in many battles – look at that long list of places.

Slide 13: What do you see in this picture? What might be happening? (old tank and men running probably to get cover from gunfire).

Slide 14: What do you think is happening in this picture?

Slide 15: How were the men transported back to their homes after they rode the boat from France to the United States?

11. After discussion of slides, students may complete Section L of their KWL Worksheet on WWI.

12. WRITING Assignment

Pretend that you are a World War One soldier, a Red Cross volunteer, or a YMCA volunteer. Using your journal notes, write a letter to your family about what you have experienced. Choose one experience that you want to write about. Examples of experiences would be 1. The parade in Alabama and traveling to New York; 2. Going through the intensive training 3. Being on a ship traveling to Europe 4. Fighting in the trenches; 5. Helping to entertain the troops; 6. Helping to take care of the wounded soldiers. In your letter use some of the five senses (what did things feel like, what did you see, what did you smell, what did you hear, and what did you touch). In addition, think of what actions you might have taken, what people did you meet, what emotions did you experience (for example, feelings like sad, scared, happy, confused) did you experience?)

Students who want to share their letters can read them to class.

13. Read [Part C](#) and [Part D](#) of “World War One and Alabama’s Role” if the students have not already read it.

14. Students complete the L section of number 4 of the KWL Worksheet.

Lesson Plan One: Part Four (this section is important as an introduction to the Park for information for future lessons and for a scavenger hunt in a future lesson as well as a possible field trip to the Park)

Opportunity to Practice Website Search: The teacher will ask the students if they have heard of the Alabama Veterans Memorial Park off I-459 and Liberty Parkway Exit in Birmingham. They will tell the students that they are going to do research on this place that honors military veterans.

Script:

1. The teacher will show the Alabama Veterans Memorial Park on Google Earth, pointing out 1. Memorial Trail; 2. American Flag Plaza; 3. Memorial Plaza with the Hall of Honor.
2. The teacher will explain that the Memorial Trail is a 1000’ path through the woods that is wheelchair accessible where people can come and walk, even bring their dogs. On Google Earth the path looks as if it splits, but actually the left fork is a service road. The Memorial Trail veers to the right.
3. The teacher will explain that at the end of the Memorial Trail on the right is the American Flag Plaza where bricks called StepStones are placed permanently. The bricks have written on them the names of veterans with their rank and branch of service. These bricks encircle the flag pole flying the American Flag.

4. The teacher will also point out the Memorial Plaza which is to the left at the end of the trail. In the Memorial Plaza are the Hall of Honor and Regiment of Columns. There are special names on the Hall of Honor Walls and special items on the Columns.
5. Explain to students that they are going to work in pairs to answer some questions about the Alabama Veterans Memorial Park using the Park's website, alabamaveterans.org and the [AVMP Worksheet](#).
6. After the students have had time to complete the worksheet, the teacher will ask students to identify facts concerning the material they read on the AVMP website. (See the [Teacher Answers Worksheet](#)).
7. **Optional Activity or Optional Assessment:** Ask students to create a Public Service Ad or Promo Clip for the Alabama Veterans Memorial Park. The criteria would be to share with the people of Alabama 1. Where is the Park located? 2. What are the main sections in the Park? 3. Why is the Park an important piece of Alabama? 4. Why is it important to recognize and honor veterans of Alabama?

Lesson Plan One: Part Five – Optional Activities

Songs, Pledges and Symbols of the United States of America

1. The teacher will explain to the students that we recognize and honor our country in a variety of ways. The teacher will display the class flag and ask what the flag is a symbol of (A: Our country, freedom, etc.). The teacher will tell students that each color represents a characteristic that men and women who serve our country try to uphold (Point and say: The red represents bravery, the white represents goodness, and the blue represents justice). The stars represent each of the 50 states. The teacher will then discuss the proper protocol when the US flag is presented during a ceremony or a parade. (Information in Resources)
2. The teacher will ask students if they can think of other symbols or songs that represent the United States (A: "The Star-Spangled Banner", the Pledge of Allegiance, Washington D.C. monuments, etc.). If a student does not name the Pledge, the teacher will prompt students about the Pledge of Allegiance by asking them what they say each morning while facing the flag. Discuss proper protocol when saying the Pledge. Explain the protocol for a citizen of another country while in the US (see [Protocols Document](#)).
3. The teacher will ask, "What is the name of our National Anthem?" "What should we do when it is sung or played?" (Information in Resources). Have a student read [the letter written by Alabama Vietnam Veteran Mike Barber](#) (The letter is also on the alabamaveterans.org website under letters on Regiment of Columns Tab). The teacher will then display a short YouTube Video of a young girl singing "The Star-Spangled Banner" (<https://www.youtube.com/watch?v=jUhfNBGQ9Bg>). Students should stand and face the flag (or music/video if no flag is available) with their hands over their hearts. The teacher will then begin instruction of the history of "The Star Spangled Banner." The teacher will ask the students if they know the lyrics to "The Star Spangled Banner" (Students response will vary). The teacher will then project/write key facts about our nation's national anthem. The teacher will first write the author's name, the year the song was produced and the author's purpose for writing the song (Author: Francis Key Scott, Year Produced: 1814 and Author's Purpose: The British battle of Fort McHenry in Baltimore).

The teacher will tell students that these symbols, songs, and pledges are ways we remember what makes our country great.

Optional Activity:

Invite a veteran that one of the students in your class knows or you know to come speak. Students can create a series of questions to ask the veteran.

III. Assessment:

The teacher will formatively assess students working in pairs during the AVMP website search and in the discussions and optional activities, if used.

The students will be required to complete the “L” section of the KWL worksheet from today’s lesson with 80% accuracy. In addition to the KWL Worksheet, the teacher could use the Exit Ticket for further evaluation after all activities of Lesson One have been completed. The [Exit Ticket](#) asks five questions which should be answered in complete sentences.

IV. Closure: The teacher will ask the students, “What one thing did you learn from this lesson that you would like to learn more about?”**Materials:**

Smartboard/Elmo

YouTube

Computers with Internet Connection (Enough for 2 students to share)

Google Earth

Resources:

Please see the Resources Section on the Lesson Plan web page (<http://www.alabamaveterans.org/lesson-1>)

Plans for Individual Learners and Differentiation Strategies:

ELL Learners:

Teacher will follow the accommodation guidelines determined by the individual student WIDA standards. The teacher will repeat vocabulary terms as needed for individual ELL students. Teacher will pair advanced/early finishers with ELL students to complete writing assignments. The teacher will record lessons for additional instruction time for ELL students. Any additional accommodations and modifications should be determined by the classroom instructor. Pictures of conflicts and the Alabama Veterans Memorial Park are helpful in connecting ideas for ELL students.

Students with IEP:

Teacher should follow accommodations and modifications determined by each student IEP. For the “L” section of the KWL worksheet, the student will be required to complete three key facts instead of five.