



This project was funded by a grant from the United States Department of Veterans Affairs.

Santa Fe National Cemetery Research and Veteran Tribute Secondary (7th-12th grade) Mini Unit Plan

Time (minutes): 6+-50 minute class periods

Lesson Overview: Students will choose a veteran from the provided biographies of 15 soldiers to research using both secondary and primary sources. Students will research the individual veteran's life and the significance of that veteran's military role and the war or military event they took part in to create a video tribute for the Veteran's Legacy Memorial. Alternatively, students can write a tribute if video technology is unavailable.

Relevant Common Core Anchor Standards:

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Relevant New Mexico Social Studies Standards:

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

Required Materials:

Biographies of 15 soldiers

Sample video tributes at https://www.cem.va.gov/videos/Preserving_Veterans_Legacies.asp

Notes graphic organizer

Ability to record and play a video or write a short tribute

"6 Steps to MLA Citations" handout ([LINK](#))

Learning Objectives:

- The students will understand how to research and find reliable primary and secondary sources relevant to their topic
- The students will understand the historical significance of the soldiers and wars featured in the biographies.
- The students will be using reading, writing, research, and formal speaking skills.

Special Vocabulary: secondary source, primary source, tribute, legacy

Procedures:

Warm Up/Introduction Activity: Teacher should display the dictionary entries for the special vocabulary words *tribute* and *legacy* along with the following prompts. Students should journal responses and be ready to share ideas with the class.

Vocabulary word 1: Read the dictionary entry below, then write an original sentence using the word tribute correctly. What examples of tributes do you know about?

tribute **noun**



trib·ute | \ 'tri-(.)byüt , -byət \

Definition of *tribute*

- 1 a** : something given or contributed voluntarily as due or deserved
especially : a gift or service showing respect, gratitude, or affection
// a floral tribute

“Tribute.” Merriam-Webster.com Dictionary, Merriam-Webster, www.merriam-webster.com/dictionary/tribute. Accessed 14 Jun. 2021.
Vocabulary word 2: Read the sentence below, then determine which of the two definitions in the dictionary entry below best fits the use of the word *legacy* in the sentence.

Through his military and community service, my grandfather left a legacy of commitment to others.

legacy noun



leg·a·cy | \ 'le-gə-sē \
plural **legacies**

Definition of *legacy* (Entry 1 of 2)

- 1 : a gift by will especially of money or other personal property : [BEQUEST](#)
// She left us a *legacy* of a million dollars.
- 2 : something transmitted by or received from an ancestor or predecessor or from the past
// the *legacy* of the ancient philosophers

“Legacy.” Merriam-Webster.com Dictionary, Merriam-Webster, www.merriam-webster.com/dictionary/legacy. Accessed 14 Jun. 2021.

Lesson: Explain that there are more than 150 national cemeteries across the country- special cemeteries to honor our Nation's Veterans. There are more than 3.7 million Veterans interred in those cemeteries and it is the goal of the Veterans Legacy Memorial to provide digital memorial spaces for each veteran at www.va.gov/remember . Our goal will be to create tributes based on research to help fill in the memorial space for the soldiers described in the 15 provided biographies. Watch the two example tribute videos and discuss the following prompts.

https://www.cem.va.gov/videos/Preserving_Veterans_Legacies.asp

Video One: Pvt. Mikio Hasemoto:

- Who was Mikio Hasemoto? According to the video, what was his legacy?
- What research was done in order to create this tribute? How do you know?
- What questions do you have after seeing the video? What more would you like to learn?

Video Two: William “Bill” Blair Jr.:

- Who was William “Bill” Blair Jr.? According to the video, what was his legacy?
- What research was done in order to create this tribute? How do you know?
- What questions do you have after seeing the video? What more would you like to learn?

Model:

1. Review the definitions of primary source and secondary source (from: <http://sccollege.edu/Library/Pages/primarysources.aspx>)

Primary sources provide direct or firsthand evidence about an event, object, person, or work of art and are the original materials on which other research is based. Often primary sources reflect the individual viewpoint of a participant or observer. Primary sources can be written or non-written.

Examples: Autobiographies, diaries, interviews, surveys, photographs, works of art, speeches, original documents, artifacts, etc.

Secondary sources describe, interpret, and summarize primary sources. Usually, a secondary source is created after the event or issue being discussed. Examples: Encyclopedia, bibliographies, commentaries, textbooks, etc.

2. Teachers should display several webpages as potential sources and model a review of the web pages using a Think Aloud strategy.

Guiding discussion and Think Aloud questions:

- Is this a reliable source? How do you know?
- Is this a primary or secondary source? How do you know?
- Why is this source relevant to further understanding the topic?

Suggested web page examples for Think Aloud strategy:

- William “Bill” Blair Jr. interview video (primary source example):
<https://www.thehistorymakers.org/biography/william-blair-jr>
- Wikipedia page on William “Bill” Blair (unreliable source example- authors unknown):
[https://en.wikipedia.org/wiki/Bill_Blair_\(Negro_leagues_pitcher\)](https://en.wikipedia.org/wiki/Bill_Blair_(Negro_leagues_pitcher))
- 442nd Regimental Combat Team article (secondary source example):
<https://www.nationalww2museum.org/war/articles/442nd-regimental-combat-team>

Practice/Activity:

1. Students choose one of the 15 soldiers to create a tribute for after reviewing the information in the provided biographies.
2. Students should complete a web search to find at least one primary or secondary source to supplement the information in the biography and further their understanding of the soldier’s legacy.
3. Once a reliable source is found and approved, students should take notes using the provided note taking template.
4. Give students time to write a script for their video tributes based on the information in the provided biography and what they learned from their research. Students can work together with classmates who have the same soldier biography if they choose.
5. Record video tributes. Tribute videos should be about 2 minutes long.
6. Students should use the [“6 Steps to MLA Citations” guide](#) to correctly cite the source they used for their tribute.

Wrap Up: Students should watch (or read) two of their classmates’ tributes. Then, reflect on the projects by responding to the following prompts:

- Who was the soldier? According to the video, what was his/her legacy?
- What research was done in order to create this tribute? How do you know?
- What is something you learned from this project about the legacy of soldiers?

Sample notes graphic organizer:

1. Soldier’s name: Dates of service: War/military event/service in which the soldier took part:
2. After reading the provided biography, list questions you need answered or topics you need to know more about in order to understand this soldier’s legacy:

3.

Reliable source title and/or web address:

4.

Notes: Use bullet points to paraphrase facts and information from your source to answer your questions from box 2 or that seem important to understanding this soldier's legacy:

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-
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-
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5.

Summarize the significance of the war, military event or service in which the soldier took part:

Summarize the soldier's legacy: