



## Florida History – The USCGC *Tampa*

### GRADES 9-12

**LESSON OVERVIEW:** The USCGC *Tampa* has secured its place in our local history for its role in pageantry, protection, and patriotism in the early 20th century. This history significantly reflects events on the national stage. The lesson activities utilize content from TBHC's textbook: USCGC *Tampa*, *Tampa's Own*. The book has also been made available online. By using primary sources, including images newspapers, photographs, letters, videos, along with background information, students will explore the proud role of the Tampa.

---

### STANDARDS, GRADES 11:

SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.3: Analyze the transformation of the American economy, and the changing social and political conditions in response to the Industrial Revolution.

SS.9.12.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

SS.912.A.4.1: Analyze the major factors that drove United States imperialism.

SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War

SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.

SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).



SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

LAFS.1112.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.111.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.2.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

---

**ACTIVITY 1.** 1917...What's Going on?

**ACTIVITY 2.** Off to the Ice Patrol

**ACTIVITY 3.** Our Tampa Boys

**ACTIVITY 4.** The Tampa: A Proud History Pieced Together

---

## ACTIVITY #1

### 1917 ... What's Going On?

---

**Lesson Essential Question:** How does the history of the USCGC *Tampa* relate to national events?

**Objective:** Students will understand the roles that *Tampa* has played in World War One starting in the crucial year of 1917 by examining and evaluating different primary sources. Students will demonstrate how local events reflected what was happening nationally as the country was preparing itself for World War One.

---

**Materials:**

- Link to online textbook, USCGC *Tampa*, *Tampa's Own*:  
<https://www.dropbox.com/s/ha7sjsbm7eo6mpf/booksofar.pdf?dl=0>
  - Primary source images:
    1. Tampa Morning Tribune Headline
    2. President Wilson speech
    3. Coast Guard recruitment flyer with photo of *Tampa* crew
    4. WWI propaganda: War Bonds and Red Cross
  - Analyzing Primary Sources Worksheet
- 

**Instructions:**

1. **Student will read** the textbook for background information on what was happening in Tampa in 1917 as the United States was entering WWI.
2. **Have students view** a selection of primary sources, including documents, photographs, posters, and newspapers. Using the Analyzing Primary Sources Worksheet, guide students in their investigation of each source to better understand the events of 1917 and how Tampa and its citizens were preparing for war.
3. **For additional support**, they can answer the Think About It questions for each source.

## ACTIVITY 1: 1917 ... WHAT'S GOING ON?

**Analyzing Primary Sources Worksheet**

**Directions:** Use the following graphic organizer to organize your thoughts as you study a primary source.

Document Name \_\_\_\_\_

**Examine:** What do you see? What topic does it address? What details do you notice in this source? What is interesting? Is there something you do not understand?

**Question:** What other information do you need to understand this source? What questions do you have for further research?

**Think:** What are some guesses you can make about this source? Who do you think made it? Why did they make it? Is it neutral or biased?

**Draw Conclusions:** Based on your background knowledge and the details in this source, what conclusions can you draw about its historical period?

## ACTIVITY 1: 1917 ... WHAT'S GOING ON?

**Tampa Morning Tribune, April 6th, 1917**

The only newspaper in Florida printing every line of the full day and night report of the Associated Press.

14th Year—No. 4.

# TAMPA MORNING TRIBUNE

FULL ASSOCIATED PRESS REPORT

TAMPA, FLORIDA, FRIDAY, APRIL 6, 1917

FULL ASSOCIATED PRESS REPORT

Features Page—of Columns

An unexpired copy of subscription is every issue for South Florida, comprising a perfect news service.

# HOUSE PASSES WAR RESOLUTION; U. S. IN WAR

## CONGRESS IS ASKED TO VOTE \$3,502,517,000 TO FINANCE WAR FOR FIRST YEAR; DOES NOT INCLUDE LOAN TO 'ALLIES

### VOTE 373-50 IN FAVOR OF ENTERING THE WAR

#### Antis Develop Greater Strength Than Had Been Anticipated

### THE DEFECTION OF MAJORITY LEADER KITCHIN A SURPRISE

#### No Limit Placed on Debate, So That Everyone Might Get Something in Record for Controversial at the "Palis Buck House"

WASHINGTON, April 5.—The resolution declaring a state of war between the United States and Germany passed the House at 3 o'clock this morning following many hours of talking, during which every member who desired to express his beliefs in regard to relations with the war was allowed to do so. The roll-call was longer at 4 a.m. which the morning.

The vote was 373 to 50.

Without advance the House required all members, including opponents to publish the result of any change course uttered Congressional assembly.

### MOBILIZATION OF THE NAVAL MILITIA WILL PROCEED IMMEDIATELY

#### FIFTEEN THOUSAND MEN AVAILABLE IN TWO RESERVES

#### Standing of Navy to War Basis in Drawing Supply—De-

### HUGE WAR CREDIT IS ASKED; CARRY THROUGH A YEAR

#### Appropriation Is Placed at \$3,502,517,000

### WAR DEPARTMENT APPROPRIATION \$3,952,537,933

#### Small Loans and Increased Taxation Will Be Resorted to in Means of Financing War

WASHINGTON, April 5.—The House today passed a resolution authorizing the President to borrow \$3,502,517,000 for the purpose of financing the war.

The resolution provides that the President may borrow the money in such manner and on such terms as he may deem proper.

The resolution also provides that the President may issue bonds, notes, or other securities to the same end.

### HUGE RESOURCES OF NATION TO BE FLUNG INTO WAR

#### Two Years of Preparation Bearing Fruit

#### NATION FAR FROM UNABLE TO PLAY ALLOTTED PART

### FIRST AMERICAN ARMED VESSEL SUNK BY SUBMARINE

This is the famous Oregon, the first armed vessel to meet a pair on this side of the Atlantic, which was sunk by a German submarine. She left New York on March 18 and was sent to the bottom on April 1, off an island near Brazil. From 1000 of the crew, which included many Americans, were reported missing, and little hope was held for their safety, as the vessel, according to the report, was torpedoed at night in a heavy sea.

### Tornado at Mango Kills One and Injures Three

#### CHURCH AND THREE BUILDINGS DEMOLISHED AT MANGO—CHURCH AND SEVERAL OTHER HOUSES AT NEITHER WRECKED—LITTLE BOX OF J. A. RAYBORN KILLED

MANGO, N. C., April 5.—A terrible tornado struck Mango, N. C., this morning, killing one person and injuring three. The church and three other buildings were demolished, and several other houses were wrecked. A little box of J. A. Rayborn was killed.

The tornado struck the town at about 10 o'clock this morning. It was a very powerful one, and it did a great deal of damage. The church was completely destroyed, and the people who were in it were all killed. The other buildings that were destroyed were the school house, the town hall, and the fire house.

### FIRST ARMY TO BE RAISED BY DRAFT SYSTEM

#### General Staff's Bill Approved By President

### CREATE ARMY OF 2,000,000 MEN IN 18 MONTHS

#### Will Call Out Forces of Reserve to Twenty-one Divisions—Certain Descriptions Made

WASHINGTON, April 5.—The President today approved a bill authorizing the creation of a new army of 2,000,000 men in 18 months. The bill provides that the President may call out the forces of the reserve to twenty-one divisions. The bill also provides that the President may make certain descriptions of the army.

The bill was passed by the House today, and it is now in the Senate. It is expected that it will be passed by the Senate in the near future.

### Think about it:

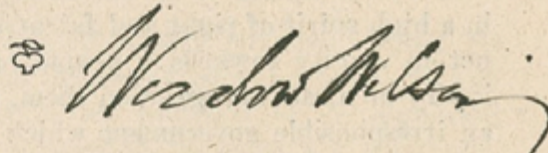
1. Note the different headlines related to the war. In what ways is the nation preparing?



## ACTIVITY 1: 1917 ... WHAT'S GOING ON?

**President Woodrow Wilson speaks before Congress on entering World War I,  
April 2nd, 1917**

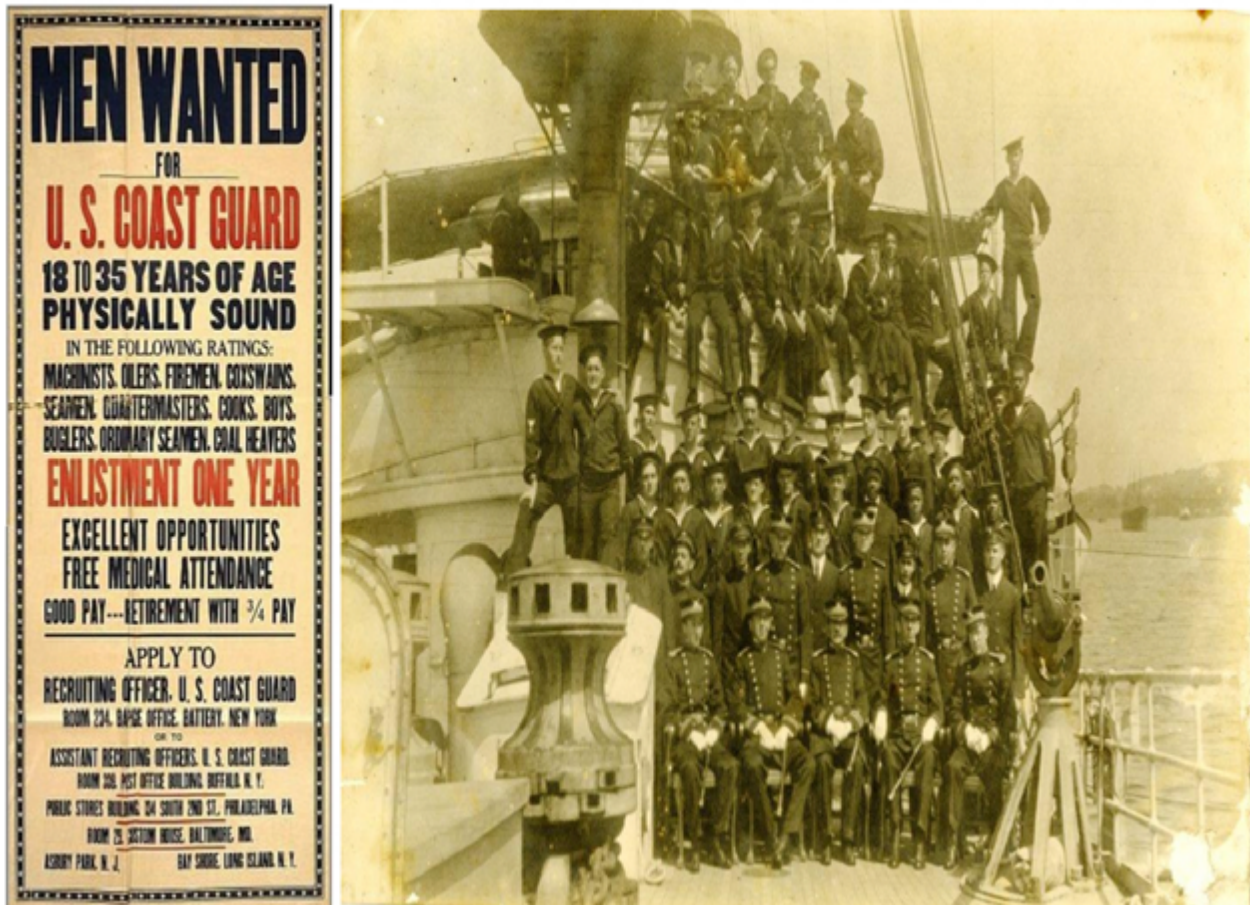
It is a distressing and oppressive duty, Gentlemen of the Congress, which I have performed in thus addressing you. There are, it may be, many months of fiery trial and sacrifice ahead of us. It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts,—for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free. To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other.

**Think about it:**

1. Does the President seem eager or hesitant to lead the United States into war? Why do you think so?

ACTIVITY 1: 1917 ... WHAT'S GOING ON?

**Coast Guard Recruitment flyer and photo of crewman of the USCGC Tampa**



**Think about it:**

1. What details of the flyer indicate the urgent need for recruiting men for the Coast Guard?
2. What does the photo say about the character of the *Tampa*'s crew?



ACTIVITY 1: 1917 ... WHAT'S GOING ON?

## WWI Homefront Propaganda posters encouraging national support – Liberty Loan and the Red Cross



A Liberty bond (or liberty loan) was a war bond that was sold in the United States to support the Allied cause in World War I. Subscribing to the bonds became **a symbol of patriotic duty** in the United States and introduced the idea of financial securities to many citizens for the first time. The same is true for Tampan's who participated in drives for the Red Cross.

### Think about it:

1. What is the purpose of each image? What do they use to try to convince or encourage?
2. How are you meant to feel when you see these images



---

## ACTIVITY #2

### Off to the Ice Patrol

---

**Lesson Essential Question:** How did the USCGC *Tampa* play a significant role of protection throughout its history?

**Objective:** Students will use primary sources to examine the duty of the *Tampa* to protect ships from danger and reflect upon its service.

---

**Materials:**

- Link to online textbook, *USCGC Tampa, Tampa's Own*:  
<https://www.dropbox.com/s/ha7sjsbm7eo6mpf/booksofar.pdf?dl=0>
  - Video simulation of the *Titanic* striking the iceberg: <https://youtu.be/vjKGYJac0GU>
  - Homemade International Ice Patrol Flag
  - Tampa Morning Tribune Article September 30, 1916
  - Background info on International Ice Patrol Today
- 

**Instructions:**

**1. Students will read** *USCGC Tampa, Tampa's Own* and the Background information on International Ice Patrol Today. Ask students what other ways are people protected today? Does protection necessarily have to be provided by the military?

**2. Students will open** the YouTube link and view the short video simulation of the *Titanic* iceberg collision. Discuss with students that there are tragedies in history that could have been avoided, and the sinking of the *Titanic* on April 15th, 1912 is a perfect example. Have students brainstorm what tragedies have occurred in their lifetime that could also been avoided. Ask students what measures have been taken so that they do not occur again?

**3. Have students view** the photos on pages 8 and 9 of the text. Ask how they describe the experience off ice patrol? Students may also view the ice patrol route on page 29 for additional info. Have the students write a journal entry as a sailor aboard the *Tampa* on ice patrol. Have them reflect upon their experiences, and the importance of their mission.

**Extension:** Have students view the homemade International Ice Patrol Flag. Have students design their own flag based on their experiences as a sailor aboard the **Tampa**.

ACTIVITY #2: OFF TO THE ICE PATROL

Tampa Morning Tribune, September 30th 1916

9-30-16
THE TAMPA MORNING TRIBUNE, SATURDAY, SEPTEMBER 30, 1916

## CUTTER TAMPA IS USED TO PATROL ICE FIELDS

### UNITED STATES HAS ASSUMED THAT DUTY FOR THE NATIONS FOLLOWING TITANIC DISASTER

The Charleston News and Courier of September 28, contains an interesting account of the activities of the revenue cutter Tampa in the form of an interview from Captain Satterlee. The article, which will be of interest to all Tampanians, on account of the fact that the ship is named for this city, is as follows:

The coast guard cutter Tampa which was in the harbor for several days recently, but which is now docked at the Navy Yard getting a summary of the repairs needed for her, is one of the two cutters which are used on the ice patrol at the Grand Banks during the ice season, from April to July each year. The Tampa then returns to her regular station at Key West after her three-month patrol up north. Capt. Charles Satterlee, commanding the Tampa, recently gave a description of



the experiences and sights up North during the months of ice patrol duty. "It is only since the Titanic disaster in the year 1912, that there has been an ice patrol in the ice zone every year," Capt. Satterlee said. "Soon after the sinking of the Titanic, there was an international conference on the safety of life at sea, held in London. It was decided at the conference that during the ice season, there would have to be a patrol, and thirteen powers agreed to have the United States supply a patrol, and the expense of keeping it was to be divided among the different governments. Previous to the conference, and immediately after the Titanic disaster, there was a demand for a patrol in the ice zone, and two American cruisers, the Chester and the Birmingham, were sent to do patrol duty on the Grand Banks. But the Navy Department was not able to spare these cruisers and after the conference the coast guard cutters Seneca and Miami, the name of the latter being changed soon afterward, were sent into the waters of the North.

**Close Watch on Berge**

"The purpose of the patrol is to locate icebergs and is its duty to determine the South, East, or Westerly direction of their movement, giving their situations daily until the season is ended.

The cutter on duty is required to report to the hydrographic office in New York every day. Three reports have to be sent out daily by radio. The first report is sent at 5 o'clock in the morning to the hydrographic office in New York, stating the positions of any icebergs sighted, and the position of the ship. The report is also sent to Washington, and all of the shipping on the coast is notified. In the evening at 7 o'clock a report of all the ice sighted for a week or ten days, is sent out three times at intervals of two minutes, on a 600-meter wave length. Fifteen minutes later, the report is sent out three times at two-minute intervals, on a 250-meter wave length. It is not required, but of our accord, we send messages broadcast at 9 and 1 o'clock during the day, on various wave lengths. There are frequent inquiries relative to icebergs all through the day and night from various ships.

"Only one of the two cutters goes out at a time. We would leave Halifax and in about three days, would reach the first point of patrol on the Grand Banks. For fifteen days we would go over our course, and then the Seneca would relieve us. After arriving at Halifax, we would get necessary supplies of coal, water and provisions, remaining in port for about nine days. We would then start out to relieve the Seneca of duty.

**Are From Greenland Glaciers**

"The icebergs are parts of glaciers on the west coast of Greenland, which break off when the glacier reaches the sea. Some of them melt, some go farther north, and some drift southward. It is the Labrador current which brings them south. In the spring, about the latter part of March or the first of April, the icebergs begin to make their appearance close to the tail of the Grand Banks, in the transatlantic steamship route, and remain until the end of June. Some of them melt, and some are forced back by the Gulf stream, and it is possible those which are moving northward may appear the next year. The patrol is discontinued in

## SUES MEN WHO SAY HE IS OF NEGRO DESCENT

### JOUBERT BRINGS ACTIONS AT NEW ORLEANS

#### Is Manager of Municipal Belt Railroad—Forty-three Defendants Named

NEW ORLEANS, Sept. 28.—Forty-three employees of the Municipal Public Belt Railroad were charged with criminal libel in affidavits filed in City Criminal Court today by Frank H. Joubert, secretary and general manager of the railroad. They were charged with having published a mandamus suit filed in Civil District Court here yesterday by five employees of the Public Belt Railroad seeking to compel the registrar of voters to remove Joubert's name from the rolls of white voters, the petitioner charging Joubert was of colored descent.

The defendant in the suits filed today included four of the employees who entered the mandamus suit and all forty-three were signers of a petition recently presented to Mayor Behrman and the City Commission, requesting Joubert's removal as manager of the railroad on the allegation that he was of negro ancestry.

Joubert late yesterday filed charges of criminal libel against P. Henry Lathrop, city recorder of births, and Thomas Milliken, former employee of the Belt Railroad, who gave bonds today for their appearance.

The petitioners in the mandamus suit yesterday failed to pay costs of the suit. Today Joubert's attorney presented his client's check covering costs of the proceedings against him. Joubert said he did this to assure that the case would go to trial and avoid the chance that it might be thrown out by default.

## ALLEGED MURDERER OF JUDGE RETURNED HOME

MONTGOMERY, Ala., Sept. 28.—D. D. Overton, former clerk of the Madison County Court, charged with the murder of Probate Judge W. T. Lawler at Huntsville last June, arrived here today in charge of Sheriff Puckett of Smith County, Tenn., who captured him, and Chief of Police Dyer of Huntsville. There was a wound on the top of Overton's head, which Sheriff Puckett said was caused by a bullet he fired at Overton when he attempted to escape from him after walking three miles through the woods in Tennessee. Overton's face and hands also are scratched, caused, it was said, when he fell through underbrush after being hit by the bullet.

Overton declined to make any statement at present, but said he would have one to give out probably when he goes over the case with his attorneys.

## S. P. DECLARES EMBARGO

### Accumulation of Freight at New Orleans and Galveston Causes

HOUSTON, Tex., Sept. 28.—The Southern Pacific Railroad announced today that freight, eastbound or northbound, through Galveston or New Orleans, via the Morgan Line, will not be received after midnight Saturday. Shipments in transit would be accepted. Accumulation of freight at the two ports and car shortages is said to have led to declaration of the embargo.

## REORGANIZATION PLAN APPROVED

NEW YORK, Sept. 28.—Reorganization of the United Dry Goods Company and the Associated Merchants' Company, of which John Claflin, president prior to the receivership of the H. B. Claflin Company, in June, 1914, was declared effective here today under the plan and agreement of December 28, 1915. More than ninety-nine per cent. of all classes of stock of both companies have been deposited under the reorganization plan, it was announced.

## RECORDS HEART MOTIONS

### New Machine is Known as the Electrocardiograph

CHICAGO, Sept. 28.—A machine which records every motion of the heart was exhibited today before the convention of the American X-ray Society. It is called an electrocardiograph.

## PRISONER WILL FIGHT

ALDERMAN HEAVY Frank Rice. Him and I. Pr.

## FORT MYER

—Unless they or strategem, to capture Red Tupper, wanted robbery of the stand, and the men, expect the will result who the two men, I island in Choike have taken refuge, but they according to Pr who was shot wounded by Chidley, when he aboard the Red chored off the Leland Rice, reported to be t was found in I

ACTIVITY #2: OFF TO THE ICE PATROL

Homemade International Ice Patrol Flag





## ACTIVITY #2: OFF TO THE ICE PATROL

## International Ice Patrol Today

Share this information from the Coast Guard Website with your students. What started as a job for the Coast Guard (Revenue Cutter Service) after the Titanic sunk in 1912 is still a responsibility of the Coast Guard over 100 years later.

**MISSION:** Monitor the iceberg danger in the North Atlantic Ocean and provide relevant iceberg warning products to the maritime community.

**VISION:** Eliminate the risk of iceberg collision.

**CORE PURPOSE:** Promote safe navigation of the Northwest Atlantic Ocean when the danger of iceberg collision exists.

**OUR OPERATIONS:** The ice season runs from February 1st through July 31, during which the U.S. Coast Guard International Ice Patrol actively patrols the area of the Grand Banks of Newfoundland for the extent of iceberg danger. During the off season, this responsibility is transferred to the Canadian Ice Service, who works closely with the International Ice Patrol under the North American Ice Service (NAIS). This partnership ensures accurate products are delivered to mariners year-round. The 1992 season, the longest on record, ran from March 7th through September 26th, 203 days. Except during unusually heavy ice years, the Grand Banks are normally free of ice from August through January.

The activities of the International Ice Patrol are delineated by treaty and U.S. law to encompass only those ice regions of the North Atlantic Ocean through which the major trans-Atlantic tracks pass. There remain other areas of ice danger where shipping must exercise extreme caution. A tragic example of this occurred on January 30, 1959 when S.S. HANSHEDTOFT struck an iceberg about 40 miles south of Cape Farewell, Greenland. On her maiden voyage, this ship, equipped with the latest electronic aids, sank without a trace, taking with it the 95 passengers and crew on board.

Fixed wing Coast Guard aircraft conduct the primary reconnaissance work for the Ice Patrol. Ice reconnaissance flights are made on the average of five days every other week during the ice season. The mainstay of the Ice Patrol flights since 1962 has been the C-130 long range surveillance aircraft. IIP is currently using the HC-130J model operated out of Elizabeth City, NC. The usual patrol time for these long-range multi-engine planes is between 5 to 7 hours, with each flight covering an expanse of water of 30,000 square miles or more. Information concerning ice conditions is collected primarily from air surveillance flights and ships operating in or passing through the ice area.

All the iceberg data are fed into a computer model at the IIP Operations Center along with ocean current and wind data. Using this information, the model predicts the drift of the icebergs. Each day, the predicted iceberg locations are used to estimate the iceberg limit. This limit is incorporated into our daily products, the NAIS Iceberg Bulletin and NAIS Iceberg Chart. These products are available to users and the general public by several means, including INMARSAT SafetyNet, NAVTEX, SITOR, and the world-wide web.

Except for the years of the two World Wars, the International Ice Patrol has conducted each season since 1913. During the period, the Ice Patrol has amassed an enviable safety record with not a single reported loss of life or property due to collision with an iceberg outside the advertised limit in the vicinity of the Grand Banks. However, the potential for a catastrophe still exists, as evidenced by numerous collisions with icebergs by ships transiting through the Ice Patrol iceberg limit through the years. You may view the history of the International Ice Patrol in more detail in our IIP History section.



## ACTIVITY #3

### Our Tampa Boys

---

**Lesson Essential Question:** How do personal stories help us to understand the history of the USCGC *Tampa*?

**Objective:** Students will be able to reflect upon the history of the Tampa through the eyes of people who lived at the time. Students will analyze primary sources to interpret events and stories of actual people while comparing them to their own life and times.

---

**Materials:**

- Link to online textbook, *USCGC Tampa, Tampa's Own*:  
<https://www.dropbox.com/s/ha7sjsbm7eo6mpf/booksofar.pdf?dl=0>
  - Group Photo with Jimmy Ross
  - Tony Pizzo article
  - Gibraltar Postcard from Sumner Brothers 1918
  - Sumner Brothers letter to home 1918
- 

**Instructions:**

1. **Students will read** *USCGC Tampa, Tampa's Own* for background information
2. **Have the students** imagine that there are no cell phones, no transatlantic phone service, no email, or Facebook. Have the students add items to the list of NO and DID NOT HAVE during the early 1900's
3. **Next, have students read** the postcard from Gibraltar, and the letter from the Sumner Brothers serving aboard the Tampa. Ask: How long do you think it took for the postcard to get to their family? Do you think the letter reached their family before or after they died?
4. **Discuss the use of newspapers** for information. Remind students that there was no television much less cable news channels. Have students brainstorm, list and discuss where we get our information from today. Is it more or less accurate? Have students read the Tony Pizzo article about Jimmy Ross AKA Vincenzo Gurriero. Also have them look at the group photograph to see him with his hat pulled down over his face. Compare the two and guide them to where they will see that his name was listed as Jimmy Ross.
5. **Have students list** the important moments of their lives so far and the one's that they look forward to in their futures. What do they have to document these events? Ask them to be specific. How will their stories be remembered like the Sumner brother's or Vincenzo Gurriero's stories? How could they make sure that their story does go on? (i.e. handwritten journals, original artwork, etc.)

ACTIVITY #3: OUR TAMPA BOYS

**Postcard from Wamboldt and Homer Sumner, July 17th 1918**



## ACTIVITY #3: OUR TAMPA BOYS

## Letter to home from Wamboldt and Homer Sumner, September 6th, 1918

U.S.S. TAMPA C.G.

c/o Postmaster, N.Y.

September 6, 1918

Dear Mabry and Family:

We sure was glad to get your letter, for it has been some time since we have heard from any of the home folks. But the old saying that it comes to those that waite, that is if you waite long enough.

Sure sorry that Evai is having such a bad time, but hope that this will find her feeling fine and dandy again. Sure would love to see Little Mabry, know that she is some big girl now, and you sure are right when you say that it doesn't seem like she is two years old. Gee but the times sure does fly by over here.

I received a letter from Thelma and it sure was a good one wish that you could read it, she sure is some bright little girl, just think she will be in the fourth grade this year.

We are both feeling fine and dandy, that is we are well and ugly as ever, and that is saying a lots. We see lots of sailors and soldisrs just from the states, and we have to tell them all about the subs, whether we have seen them or not.

We received a letter from J.D. and he said that nearly every body that he knew had gone, also said that old man Brummer had a job now, at wait you also said. I wonder how long he will keep it.

Clyde and Austin are back in Tampa now, Austing is supposed to have a job with the Tribune, I suppose that he will be there about wa week, as that is about his limit at one place.

I suppose that Mildred will go back to Tampa, and stay there as it will not cost so much, and she is a great help to mother, for she want let them run over her. Sure wish I could tell you about some of out trips I know that you would like to hear of them but I can't now.

Sure was glad to hear that you like you new place fine and that they are giving you more money then you was getting at Ocala.

Well will write again soon, give our love to all the folks, and hope that You and yours will be O.K. and feeling fine and dandy again soon, with lots of love to you and all,

Your sailor brothers,

Wamboldt Sumner,  
Homer Sumner.

Love to you and all.



ACTIVITY #3: OUR TAMPA BOYS

**Jimmy Ross AKA Vincenzo Gurriero standing, third from left.**



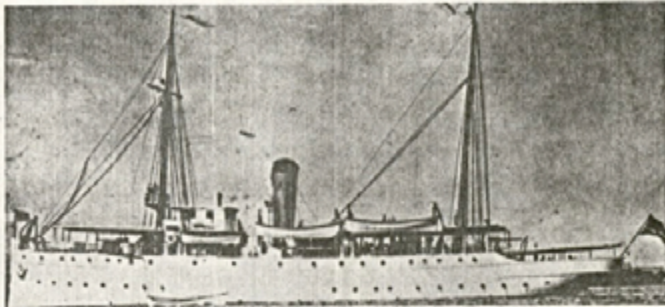


ACTIVITY #3: OUR TAMPA BOYS

Tony Pizzo article

— From Hampton Dunn Collection

**The USS Tampa went down after being torpedoed in the Bristol Channel.**



## The Casualty List Was Corrected

By TONY PIZZO

On the pitch black night of Sept. 26, 1918, in the ebbing days of World War I, the Coast Guard cutter *U.S.S. Tampa* was torpedoed by a German submarine.

The ship was on convoy duty leading the way for merchant ships through the Bristol Channel on the southwest coast of England. U-Boat No. 53, under the command of Von Schraeder, had followed the convoy all day, and when darkness fell the submarine went ahead and waited for its prey.

"Help! For God's sake, help!" was the last message from the *Tampa*. The U-boat also sent a radio message for help for the vessel after it was struck. ~~For~~ The *U.S.S. Tampa* sank immediately in the cold, murky waters. The entire crew of 118 was lost. Twenty-three of the sailors were Tampans. This was the worst tragedy for Tampa — and the worst single loss for the Navy during the war.

From this sea tragedy emerged a moving story of patriotism which stands nobly in the annals of Tampans at war. With the passing of time, the story had vanished from memory since it was first reported by *The Tampa Daily Times* in 1918.


Vincenzo (Jimmie) Guerriero, a member of the ill-fated crew, was an impressionable youth with a blazing desire to serve on the *U.S.S. Tampa*. While the Coast Guard cutter was based in Tampa, Jimmie visited her deck and gazed upon her for hours with admiration, dreaming of sailing with her to the seven seas.

The following is a touching story of Jimmie Guerriero as it appeared in the *Times* Oct. 4, 1918:

**LOST ON THE U.S.S. TAMPA**  
**Enlisted Under Assumed Name**

Jimmie Guerriero, whose name appeared in yesterday's paper as "Jimmie Ross," is the son of Mr. and Mrs. Joseph Guerriero of 2908 12th Ave., in Ybor City. The father owns a tailor shop on Michigan Avenue.

(Jimmie) enlisted two years ago under the name of "Ross" because he was only 16. He claimed to be 18 when he joined the *Tampa*. He was born in Italy and came to Tampa with his brothers, Rocco and Carmine, in 1909.



— From Tony Pizzo Collection

**Jimmie Guerriero entered the service at age 16 under the name "Ross."**

The boy was crazy about Tampa and bound to enlist to fight for his adopted country.

Jimmie's brother Rocco received his last letter, dated August 24th, as follows:

"Dear Brother: I am writing you these few lines to let you know that I received your letter two months ago, and I was very glad to hear from you and to know that you are well and happy. I am in good health and feeling fine every day. I will close this time because I have got to work. Give my best regards to everyone and to you. From your brother, Jim Ross."

★ ★ ★

Guerriero means "warrior" in Italian. Jimmie's sacrifices gave meaning to his name, and it remains a lasting example of a young immigrant's love for the glory of America.

At a memorial service for the *U.S.S. Tampa* in 1924, attorney Cody Fowler referred to the sinking as "Just a flash of fire on a distant sea, but it burned the name of Tampa high on an immortal tablet of fame."

Lest we forget.

## ACTIVITY #4

### The *Tampa*: A Proud History Pieced Together

---

**Lesson Essential Question:** How does art commemorate history?

**Objective:** Students will analyze art for its symbolism of historic meaning.

---

**Materials:**

- Link to TBHC video of the USCGC *Tampa* mural:  
<https://www.tampabayhistorycenter.org/videos/#USS-Tampa>
  - Mural Analysis worksheet
  - Seek and find – mural and symbol list
  - Seek and find - answers
- 

**Instructions:**

- 1. Students will first watch** the TBHC video on the USCGC Tampa mural, Located on the west wall outside of the Tampa Bay History Center. They will learn about its glass mosaic construction and the symbolism that is used to tell the Tampa's story.
- 2. Talk to students about why** it is important to create something in dedication to a person, or events. Ask students about the different ways we do this today, and for different reasons.
- 3. Have students view the mural image.** By using the Mural Analysis Worksheet, students will practice analyzing details.
- 4. Have students try the Seek and Find exercise** to locate the symbols in the mural based on their observations and background information they have received.

ACTIVITY #4: THE *TAMPA*: A PROUD HISTORY PIECED TOGETHER**USCGC *TAMPA* MURAL ANALYSIS WORKSHEET**

**Content:** Take time to study the mural. Next, list the objects, people, places and action in the painting.

Describe the scenes in the mural thoroughly and impartially.

How are the elements of art (line, color, shape, space, and texture) used?

How does the composition “work” (through emphasis, unity, variety, rhythm, balance)?

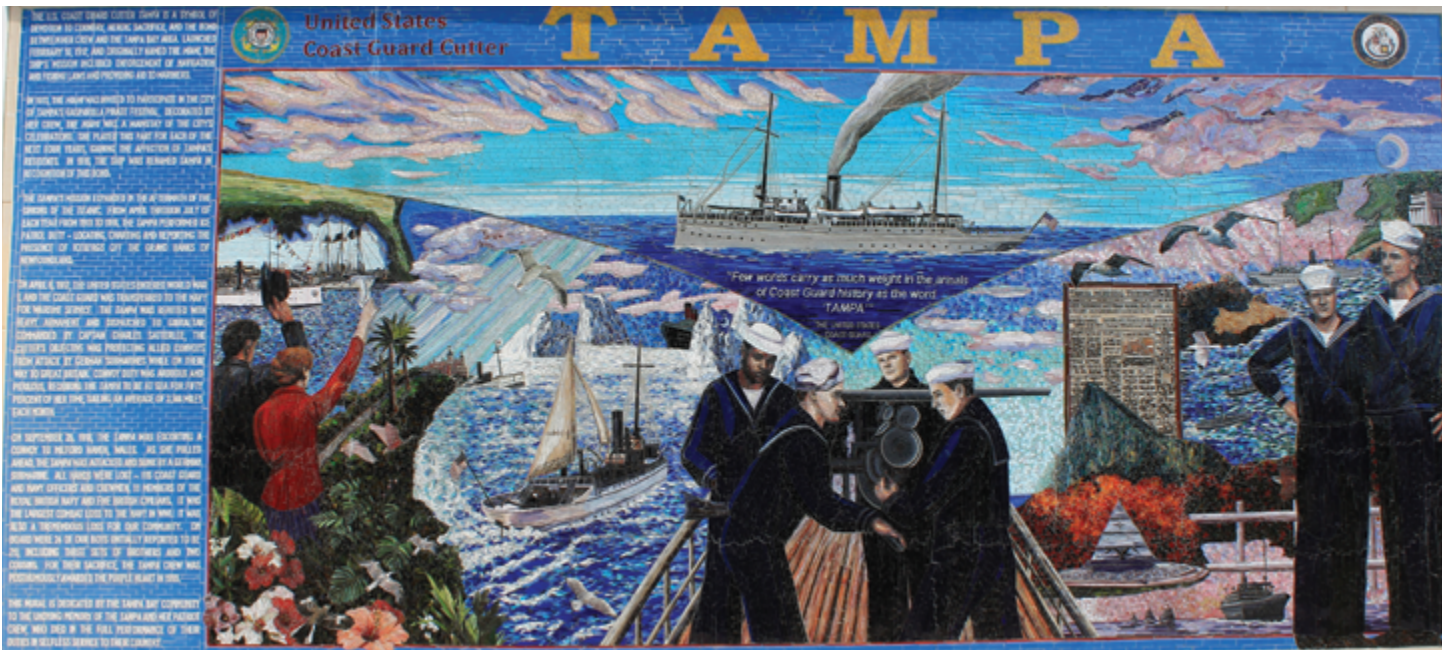
**Context:** Consider what the mural tells you about the time and place in which it was made. State what you know about the world in which the artwork was created (history, culture, art historical information.

Think about how the mural relates to your own experience. What meanings (ideas, feelings, values) does it communicate to you?



ACTIVITY #4: THE TAMPA: A PROUD HISTORY PIECED TOGETHER

**Seek and find:** In the mural image, try to find the symbols from the list.  
Each symbol represents an important piece of the Tampa's history.



USCGC *Tampa* on ice patrol

USCGC *Tampa* crest

Morning sky and evening sky

Brookwood American Cemetery Chapel honoring those lost at sea in WWI

Rock of Gibraltar

Coast Guard crest

Bristol Channel between Ireland and Great Britain

Date "1918"

Tampa Bay Hotel with minarets

Coast Guard WWI Memorial at Arlington Cemetery dedicated to the officers and men lost on the *Tampa*

Florida peninsula

Mocking bird

Convoy

Hibiscus

Pirate flag and Gasparilla ship

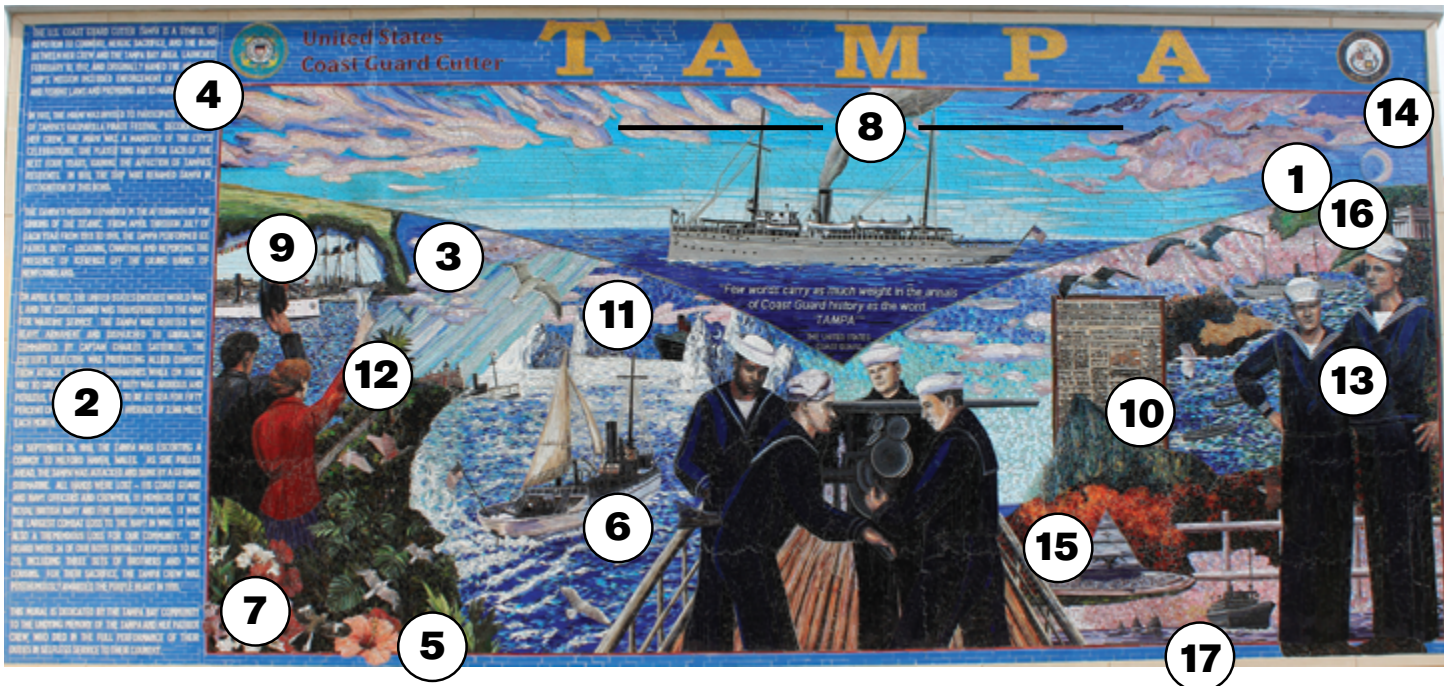
The *Titanic*

USCGC *Tampa* brothers, Algy and Arthur Bevins



ACTIVITY #4: THE TAMPA: A PROUD HISTORY PIECED TOGETHER

Answer Key



1. Bristol Channel between Ireland and Great Britain
2. Date "1918"
3. Florida peninsula
4. Coast Guard crest
5. Hibiscus
6. USCGC *Tampa* on ice patrol
7. Mockingbird
8. Morning sky and evening sky
9. Pirate flag and Gasparilla ship
10. Rock of Gibraltar
11. The *Titanic*
12. Tampa Bay Hotel with minarets
13. USCGC *Tampa* brothers, Algy and Arthur Bevin
14. USCGC *Tampa* crest
15. Coast Guard WWI Memorial at Arlington Cemetery dedicated to the officers and men lost on the *Tampa*
16. Brookwood American Cemetery Chapel honoring those lost at sea in WWI
17. Convoy