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Lesson Plans

Teaching with Primary Sources Program

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Spring 4-1-2014

## The Perseverance

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. Title: Perseverance

2. Overview:

The lesson uses digital photographs that have been printed from the Library of Congress and background information about the Tuskegee Airmen from Black Wings Courageous Stories of African Americans in Aviation and Space. The information will allow the students to gain a better understanding of the courage & diligence it took to be a Tuskegee Airmen.

3. Goal:

This lesson will facilitate an environment for students to analyze the history of the Tuskegee Airmen using primary resources from the Library of Congress.

4. Objectives:

- The students will build background knowledge of the lives of Tuskegee Airmen.
- The students will build an understanding of the challenges that the Tuskegee Airmen faced.
- The students will analyze historical pictures of the airmen to visually comprehend this time in history.
- The students will write captions for pictures to elaborate on their observations of the pictures of the airmen.
- The students will compare and contrast primary & secondary sources.

5. Investigative Questions:

- Why didn't the airmen give up when faced with so much adversity?
- What motivated the airmen to persevere through the challenges of being African American pilots?
- Why were the Tuskegee Airmen treated as if they were inferior when they were required to have more education than white pilots?
- What is the difference between a primary and secondary source?

6. Time Required: 2-3 class periods

7. Recommended Grade Range: 6-8th grade

8. Subject: Social Studies

9. Standards:

-16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).

-16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.

-16.A.3c Identify the differences between historical fact and interpretation.

- 16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.  
-16.D.4a (US) Describe the immediate and long-range social impacts of slavery.

10. Credits:

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7th/8th grade teacher  
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11. Materials Used:

- Laptop computer
- LCD projector
- Whiteboard
- PowerPoint slideshow: "Perseverance"
- Digital Pictures from the Library of Congress

12. Resources Used:

Book: "Black Wings: Courageous Stories of African Americans in Aviation and Space History"

Online Items:

Title: [Edward C. Glead and two unidentified Tuskegee airmen, Ramitelli, Italy, March 1945]

URL: <http://www.loc.gov/pictures/item/2007675075/>

Author/Creator: Frissell, Toni, 1907-1988

Title: [Tuskegee airmen Marcellus G. Smith and Roscoe C. Brown, Ramitelli, Italy, March 1945]

URL: <http://www.loc.gov/pictures/item/2007675063/>

Author/Creator: Frissell, Toni, 1907-1988

Title: [Photograph of several Tuskegee airmen attending a briefing in Ramitelli, Italy, March 1945]

URL: <http://www.loc.gov/pictures/item/2007675065/>

Author/Creator: Frissell, Toni, 1907-1988

Title: Edward C. Glead, Tuskegee pilot, standing, three-quarter length portrait]

URL: <http://www.loc.gov/pictures/item/2007675074/>

Author/Creator: Frissell, Toni, 1907-1988

Title: [Toni Frissell with Major George S. "Spanky" Roberts at Ramitelli, Italy, March, 1945]

URL: <http://www.loc.gov/pictures/item/2007675003/>

Author/Creator: No name given. [1945 March]

Title: [Crew chief Marcellus G. Smith, Louisville, KY, 100th F.S., Ramitelli, Italy, March, 1945]

URL: <http://www.loc.gov/pictures/item/2007675062/>

Author/Creator: No Name Given. [1945 March]

Title: [Ground crew sweats in a mission]

URL: <http://www.loc.gov/pictures/item/2007675076/>

Author/Creator: No Name Given. [1945 March]

Title: [Goats on runway, Ramitelli, Italy, March 1945]

URL: <http://www.loc.gov/pictures/item/2007675009/>

Author/Creator: No Name Given. [1945 March]

Title: [Photograph of several Tuskegee airmen at Ramitelli, Italy, March 1945]

URL: <http://www.loc.gov/pictures/item/2007675064/>

Author/Creator: No Name Given. [1945 March]

### 13. Description of Procedure:

Procedure 1: Introduce students to the Tuskegee Airmen and briefly describe their obstacles and accomplishments. (Connect & Wonder)

Procedure 2: Show students “Perserverance” PowerPoint slideshow with Tuskegee Airmen facts, pictures, etc. Have a classroom discussion about our observations of the slideshow. (Connect & Wonder)

Procedure 3: Have the students complete a “Picture Walk” using seven pictures from the Library of Congress that will be displayed on the wall around the room. The students will work in groups of 3-4 and analyze each picture and create a caption for each including:

- Observation of the people and objects in the picture
- The year that they believe the picture was taken
- The purpose of the photograph
- One question they have regarding the picture
- Describe something they learned from the picture
- What else do they want to know about the picture

The students will each record their observations, reflections, and questions about all seven pictures on the analysis sheet I will provide. (Connect, Wonder, Investigate, & Construct)

Procedure 4: The class will have a group discussion about their findings during

the picture walk. Each group will read their analysis from one of the photographs. (Express & Reflect)

Procedure 5: The class will write a reflection paper on how they believe that the Tuskegee Airmen persevered through all of their challenges to reach success: "Why do you believe that the Tuskegee airmen preserved to become airmen when they were faced with so many challenges? Describe a time in your life when you have to overcome obstacles in order to reach success?" -5 paragraphs. (Construction, Express, & Reflect)

#### 14. Evaluation:

The students will write a reflection paper addressing why they believe that Tuskegee Airmen did not give up when faced with so much adversity. They students will also address why they believe that the airmen were treated as if they were inferior, when in fact, the opposite was true. The students will conclude their paper by describing how they can use the character traits of the airmen to reach success in their own lives.

#### 15. Teacher Reflection:

I felt that my "Picture Walk" lesson went well for the most part. There wasn't as much discussion/collaboration in the groups as I initially envisioned. I believe this might of had something to do with my students being nervous or shy around the camera. Next time, I will provide more clarity in my expectations of the students, clearly stating that this is a group activity and collaboration of the team is necessary when analyzing the photographs. I was pleased with the participation of my students after the activity as we came together as a class to discuss our individual observations of the photographs. It was clear, from our group discussion that my students had gained comprehension of facts about the Tuskegee Airmen, as well as grasped an understanding of the discrimination they faced as African American airmen. My students then reflected upon their own life and how they have had to persevere through a challenging experience, which I believe further increased their understanding of the significance of the Tuskegee Airmen, as pioneers, in our history.

I felt that the group size of 3-4 students seemed to work very effectively, as did the four minutes time limit, which gave the students just enough time to record their observations, reflections, & questions and didn't leave much additional time for side conversations. I was able to complete the unit in 2 class periods as listed in my lesson plan. I spent the first class period giving the students background information about the airmen, showing pictures from the Library of Congress website, and showing short video clips of the airmen. I spent the second class period conducting the picture walk and reflection writing piece.

I was also able to connect the lesson to the difference between primary and

secondary sources. I stated to my class that primary sources consist of first hand accounts of events and secondary sources consist of analyzing & interpreting primary sources. We learned several examples of both primary and secondary sources and thoroughly discussed how the pictures that were used in the "Picture Walk" were primary sources. I felt that the authentic use of primary sources, with the photographs, truly "hit home" the concept for my students being that they were able to physically touch the photographs and not just verbally discuss the definition of a primary source.

Overall, I felt that the lesson was a powerful experience for my students to learn about the Tuskegee Airmen and the significance of the airmen as African American pioneers. I also felt that the lesson significantly increased the comprehension of the differences between primary & secondary sources.

### Picture Walk Analysis Sheet

Observe	Reflect	Question
What people and objects are found within the photograph?	What do you think was the purpose of this photograph to be taken?	What question (s) do you still have about this photograph?
Describe something you learned from the picture	What year do you believe this photograph is taking place?	What else do you want to know about the picture?